



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

*Ensuring a bright future for every child*

**2020**  
***Teacher Resource***  
***Guide for MS***  
***AAAS for***  
***Alternate English***  
***Elements III & IV***

***Effective Date: 2020-2021 School Year***



2020

Teacher Resource Guide for  
MS AAAS for  
Alternate English Elements III & IV

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## Table of Contents

Acknowledgements.....	5
Introduction .....	7
Purpose .....	7
Support Documents and Resources .....	7
Structure of the <i>Teacher Resource Guide for MS AAAS for Alternate English Elements III &amp; IV</i> .....	8
Structure of the <i>Teacher Resource Guide for MS AAAS for Alternate English Elements III &amp; IV</i> (Graphic) .....	9
Levels of Support (LOS) .....	10
<i>Teacher Resource Guide for MS AAAS for Alternate English Elements III &amp; IV</i> .....	11
Appendix A: General Resources for ELA TRG .....	91
Appendix B: English Language Arts Glossary of Terms .....	92

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## **The Standards**

The different content strands in English 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 *2020 Mississippi Alternate Academic Achievement Standards (MS AAAS) for Alternate English III & IV* are comprised of six essential content strands: Reading Literature, Reading Informational Text, Reading Foundational Skills, Writing, Speaking and Listening, and Language.

## **Remaining Material in the Teacher Resource Guide**

The remaining materials in the teacher resource guide (performance objectives, real world connections, vocabulary, and resources) were developed through a collaboration of Mississippi teachers, administrators, the Mississippi Department of Education (MDE) Office of Special Education staff, and the Mississippi State University Research and Curriculum Unit staff.

## Introduction

The MDE is dedicated to student success, improving student achievement in English and Language Arts (ELA) and establishing communication skills within a technological environment. The Mississippi Alternate Academic Achievement Standards 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 ELA framework to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

## Purpose

In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for Alternate English Elements III & IV* includes course-specific standards for English. This document is designed to provide a resource for special education teachers with a basis for curriculum development and instructional delivery.

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

## Support Documents and Resources

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

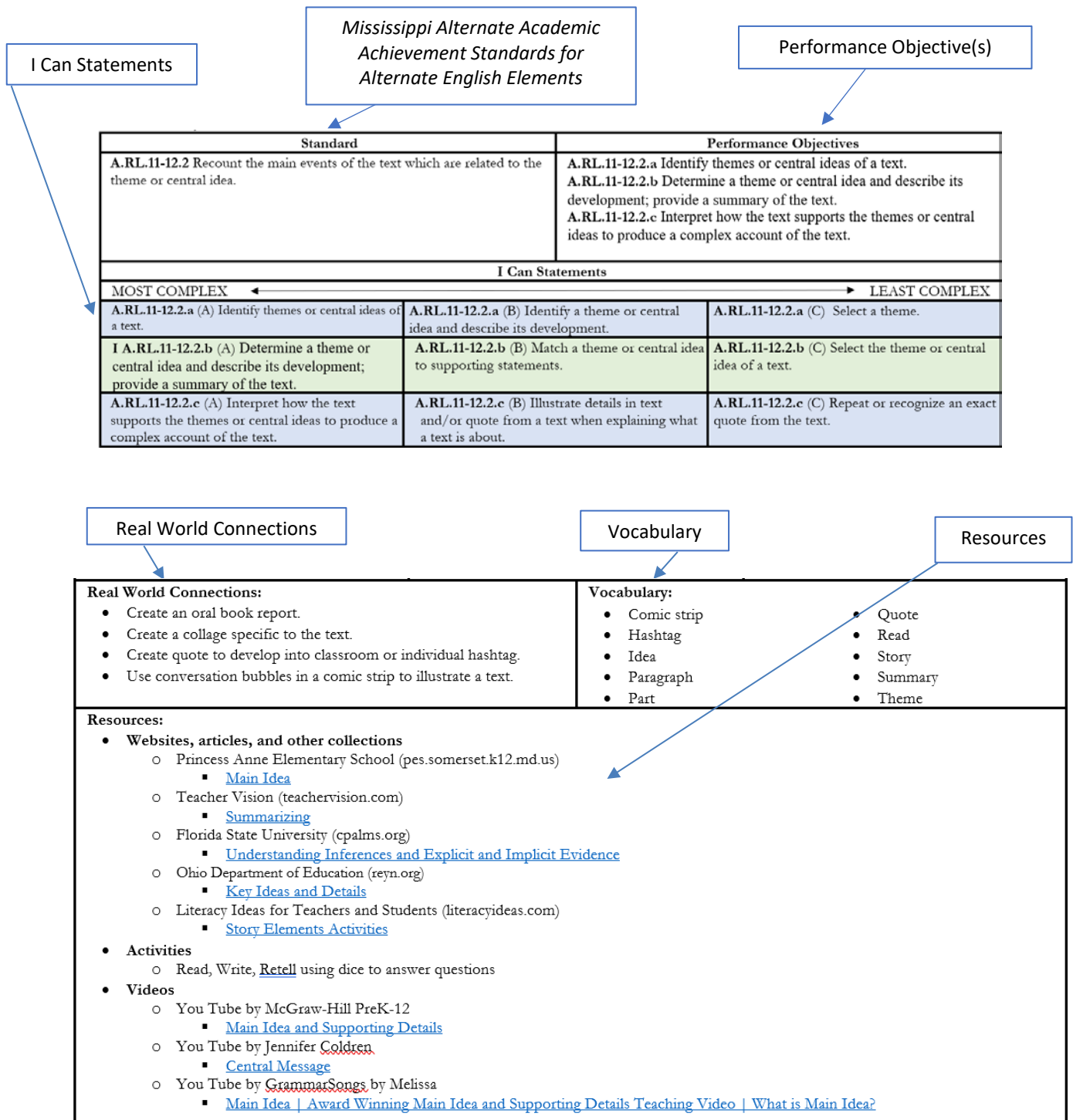
## Structure of the *Teacher Resource Guide for MS AAAS for Alternate English Elements III & IV*

The *MS AAAS for Alternate English Elements III & IV* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction. This guide includes statements that describe in precise, measurable terms what learners will be able to do at the end of an instructional sequence; ways educators can link theory to real world activities; focused vocabulary banks; and additional teaching resources.

- **I Can Statement(s):** These statements include the Performance Objective(s) as (A) the *Most Complex* and scaffolds the performance objectives two additional levels (B) and (C) to *Least Complex*. This matrix demonstrates the continuum of the concept across complexity levels. The purpose is to assist teachers in modifying to meet the unique diverse needs of learners with significant cognitive disabilities.
- **Real World Connections:** These items help facilitate learning that is meaningful to students and prepares them for their professional lives outside of school. When teachers move beyond textbook or curricular examples and connect content learned in the classroom to real people, places, and events, students can see a greater relevance to their learning. Real-world connections are used to help students see that learning is not confined to the school, allow them to apply knowledge and skills in real world situations, and personalize learning to increase and sustain student engagement.
- **Vocabulary:** These lists include difficult or unfamiliar words students need to know and understand.
- **Resources:** These resources include instructional strategies, lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these activities is to assist teachers in linking their instruction to the prioritized content.



**Structure of the *Teacher Resource Guide for MS AAAS for Alternate English Elements III & IV*  
(Graphic)**



## Levels of Support (LOS)

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

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

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

*Teacher Resource Guide for MS AAAS for Alternate English Elements III & IV*

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Reading Literature  
 CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
<b>A.RL.11-12.1</b> Determine the meaning of the text and cite textual evidence to support explicit and implicit understandings.		<b>A.RL.11-12.1.a</b> Recognize strong and thorough textual evidence within the text. <b>A.RL.11-12.1.b</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>A.RL.11-12.1.c</b> Interpret how the text uses ambiguity or leaves matters uncertain.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.RL.11-12.1.a</b> (A) Recognize strong and thorough textual evidence within the text.	<b>A.RL.11-12.1.a</b> (B) Locate basic textual evidence to support analysis of what the text explicitly says.	<b>A.RL.11-12.1.a</b> (C) Underline or highlight basic textual evidence to support analysis of what a text says.	
<b>A.RL.11-12.1.b</b> (A) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>A.RL.11-12.1.b</b> (B) Restate a simple inference that supports the analysis of what the text says explicitly.	<b>A.RL.11-12.1.b</b> (C) Repeat one simple inference drawn from the text.	
<b>A.RL.11-12.1.c</b> (A) Interpret how the text uses ambiguity or leaves matters uncertain.	<b>A.RL.11-12.1.c</b> (B) Identify one ambiguity or unknown in the text.	<b>A.RL.11-12.1.c</b> (C) Choose a statement that is unclear or ambiguous.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Listen to a read-aloud.</li> <li>• Use pictorial cards to retell a conversation.</li> <li>• Use a pictorial journal to document the meaning of chosen text.</li> <li>• Use an informational pamphlet to plan an activity (doctor’s visit, recreational outing, community service, etc.)</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Ambiguous</li> <li>• Book</li> <li>• Conclusion</li> <li>• Read</li> <li>• Sentence</li> <li>• Text</li> <li>• Unclear</li> <li>• Word</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Reading Rockets Strategies (readingrockets.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Inference</a></li> </ul> </li> <li>○ Learn Zillion (learnzillion.com)</li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

- [Cite Textual Evidence to Support Inferences Drawn from the Text](#)
- Literacy Ideas for Teachers and Students (literacyideas.com)
  - [How to Teach Inference](#)
- Sacred Heart Parish School Booval (shbooval.qld.edu.au)
  - [Graphic Organizers for Reading Comprehension](#)
- We Are Teachers (weareteachers.com)
  - [Scavenger Hunt for Readers: 4 Fun Activities for Citing Textual Evidence](#)
- **Activities**
  - Ask students to answer questions or express their ideas about a text that is read aloud.
  - Allow students to share their ideas about the text. Ask them to cite the actual text that supports our ideas.
  - Ask students to back up an opinion they hold by sharing explicit textual from something they have read. Explain how people are taken more seriously when they cite a reason other than saying “just because.”
- **Videos**
  - YouTube by rmsniradale
    - [Explicit & Implicit Meaning in Text](#)
  - Catlin Tucker (catlintucker.com)
    - [Common Core-Explicit vs Implicit Information](#)
  - Literacy Ideas for Teachers and Students (literacyideas.com)
    - [Teaching Inference](#) (Scroll to bottom for videos)

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
<b>A.RL.11-12.2</b> Recount the main events of the text which are related to the theme or central idea.		<b>A.RL.11-12.2.a</b> Identify themes or central ideas of a text. <b>A.RL.11-12.2.b</b> Determine a theme or central idea and describe its development; provide a summary of the text. <b>A.RL.11-12.2.c</b> Interpret how the text supports the themes or central ideas to produce a complex account of the text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.RL.11-12.2.a</b> (A) Identify themes or central ideas of a text.	<b>A.RL.11-12.2.a</b> (B) Identify a theme or central idea and describe its development.	<b>A.RL.11-12.2.a</b> (C) Select a theme.	
<b>A.RL.11-12.2.b</b> (A) Determine a theme or central idea and describe its development; provide a summary of the text.	<b>A.RL.11-12.2.b</b> (B) Match a theme or central idea to supporting statements.	<b>A.RL.11-12.2.b</b> (C) Select the theme or central idea of a text.	
<b>A.RL.11-12.2.c</b> (A) Interpret how the text supports the themes or central ideas to produce a complex account of the text.	<b>A.RL.11-12.2.c</b> (B) Illustrate details in text and/or quote from a text when explaining what a text is about.	<b>A.RL.11-12.2.c</b> (C) Repeat or recognize an exact quote from the text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Create an oral book report.</li> <li>• Create a collage specific to the text.</li> <li>• Create a quote to develop into classroom or individual hashtag.</li> <li>• Use conversation bubbles in a comic strip to illustrate a text.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Comic strip</li> <li>• Hashtag</li> <li>• Idea</li> <li>• Paragraph</li> <li>• Part</li> <li>• Quote</li> <li>• Read</li> <li>• Story</li> <li>• Summary</li> <li>• Theme</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Princess Anne Elementary School (<a href="http://pes.somerset.k12.md.us">pes.somerset.k12.md.us</a>)               <ul style="list-style-type: none"> <li>▪ <a href="#">Main Idea</a></li> </ul> </li> <li>○ Teacher Vision (<a href="http://teachervision.com">teachervision.com</a>)               <ul style="list-style-type: none"> <li>▪ <a href="#">Summarizing: Cloudy With a Chance of Meatballs</a></li> </ul> </li> <li>○ Florida State University (<a href="http://cpalms.org">cpalms.org</a>)               <ul style="list-style-type: none"> <li>▪ <a href="#">Understanding Inferences and Explicit and Implicit Evidence</a></li> </ul> </li> <li>○ Ohio Department of Education (<a href="http://reyn.org">reyn.org</a>)</li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

- [Key Ideas and Details](#)
- Literacy Ideas for Teachers and Students (literacyideas.com)
  - [Story Elements Activities](#)
- **Activities**
  - Read, write, retell using dice to answer questions.
  - Create an art piece with magazine pictures to represent the central idea of a story.
- **Videos**
  - YouTube by McGraw-Hill
    - [Main Idea and Supporting Details](#)
  - YouTube by Jennifer Coldren
    - [Central Message](#)
  - YouTube by GrammarSongs by Melissa
    - [Main Idea | Award Winning Main Idea and Supporting Details Teaching Video | What is Main Idea?](#)

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

Standard	Performance Objectives	
<b>A.RL.11-12.3</b> Determine how characters, the setting, or events change over the course of the story or drama.	<b>A.RL.11-12.3.a</b> Describe how characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme. <b>A.RL.11-12.3.b</b> 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. <b>A.RL.11-12.3.c</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
<b>A.RL.11-12.3.a</b> (A) Describe how characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.	<b>A.RL.11-12.3.a</b> (B) Identify the series of changes in the setting and events.	<b>A.RL.11-12.3.a</b> (C) Define characters and setting.
<b>A.RL.11-12.3.b</b> (A) 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.	<b>A.RL.11-12.3.b</b> (B) Discuss how specific individuals, ideas, or events interact and develop through a text.	<b>A.RL.11-12.3.b</b> (C) Order the sequence of events in a story.
<b>A.RL.11-12.3.c</b> (A) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	<b>A.RL.11-12.3.c</b> (B) Identify how characters, setting, or events change over the course of the story or drama.	<b>A.RL.11-12.3.c</b> (C) Identify a character, setting, or event within the text.



COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

**Real World Connections:**

- Use picture cards to put events in order.
- Reenact the story as one of the characters.
- Illustrate an event from the text.
- Create a story board.
- Create a graphic novel.

**Vocabulary:**

- Author
- Author's purpose
- Beginning
- Character
- Drama
- End
- Event
- Middle
- Order
- Plot
- Setting
- Story

**Resources:**

• **Websites, articles, and other collections**

- Teacher (teacher.org)
  - [Story Sequencing](#)
- Brain Pop Jr. (jr.brainpop.com)
  - [Character](#)
  - [Setting](#)
- Learn Zillion (learnzillion.com)
  - [Analyzing Connections among Individuals, Ideas, and Events in an Informational Text and Determining Author's Purpose](#)
- Groveport Madison Schools (gocruisers.org)
  - [Pacing Guide](#)
- SWAT Strategy (Somebody, Wanted, But, So, Then)
  - [Setting Activities for Any Novels](#)

• **Activities**

- Make a journal entry at the beginning, middle, and end of each day.
- Complete a story board with all elements for a particular book.

• **Videos**

- Study.com
  - [How Setting Shapes the Character](#)

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

Standard	Performance Objectives	
<b>A.RL.11-12.4</b> Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.	<b>A.RL.11-12.4.a</b> Identify what a word means in a given context, focusing on what the author is trying to do with the language. <b>A.RL.11-12.4.b</b> Analyze how the author purposely uses figurative language to achieve particular effects in a section of a text. <b>A.RL.11-12.4.c</b> Analyze the author’s use of sound devices (e.g., repetition, rhyme scheme, alliteration, assonance, consonance, onomatopoeia, rhythm) to achieve effects in a section of a text.	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
<b>A.RL.11-12.4.a</b> (A) Identify what a word means in a given context, focusing on what the author is trying to do with the language.	<b>A.RL.11-12.4.a</b> (B) Select a word/phrase that helps to achieve effects in a text.	<b>A.RL.11-12.4.a</b> (C) Match words that are examples of figurative language.
<b>A.RL.11-12.4.b</b> (A) Analyze how the author purposely uses figurative language to achieve particular effects in a section of a text.	<b>A.RL.11-12.4.b</b> (B) Identify two to three examples of figurative language in a text.	<b>A.RL.11-12.4.b</b> (C) Identify one example of figurative language in a text.
<b>A.RL.11-12.4.c</b> (A) Analyze the author’s use of sound devices (e.g., repetition, rhyme scheme, alliteration, assonance, consonance, onomatopoeia, rhythm) to achieve effects in a section of a text.	<b>A.RL.11-12.4.c</b> (B) Select examples of repetition, alliteration, rhyme, onomatopoeia and consonance/assonance.	<b>A.RL.11-12.4.c</b> (C) Match rhyming words.
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Write a rhyming poem.</li> <li>• Play musical instruments to a rhythm.</li> <li>• Create a rap, song, or beat.</li> <li>• Explore figurative language in real life settings (costs an arm and a leg, could eat a horse, etc.)</li> <li>• Make a collage of figurative language.</li> <li>• Create a riddle.</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Figurative language</li> <li>• Poem</li> <li>• Repeat</li> <li>• Rhyme</li> <li>• Rhythm</li> <li>• Riddle</li> <li>• Song</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Websites, articles, and other collections</li> </ul>		

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

- Scholastic (scholastic.com)
  - [Figurative language](#)
- Virginia Department of Education (ttaconline.org)
  - [Reading](#)
- Better Lesson (betterlesson.com)
  - [Figurative Language](#)
- Study.com
  - [Meaning and Tone](#)
- Frontiers (frontoersin.org)
  - [Figurative Language](#)
- Imagine Learning (imaginelearning.com)
  - [Figurative Language: Meaning, Examples & Activities](#)
- **Activities**
  - Repeat a rhythm on a musical instrument or by clapping hands.
  - Play “Rhyme Time” each day by choosing a word that rhymes with one given.
- **Videos**
  - Study.com
    - [Figurative Language: Definitions and Examples](#)
    - [Literal vs. Figurative](#)
  - YouTube by Mister Sato
    - [How does word choice affect tone and meaning?](#)

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

Standard	Performance Objectives	
<b>A.RL.11-12.5</b> Determine how the author’s choice of where to end the story contributes to the meaning.	<b>A.RL.11-12.5.a</b> 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. <b>A.RL.11-12.5.b</b> Notice and analyze the structure of the writing and the layout of the text. <b>A.RL.11-12.5.c</b> Compare and contrast how meaning and style are transferred across multiple texts based on their text structure.	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
<b>A.RL.11-12.5.a</b> (A) 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.	<b>A.RL.11-12.5.a</b> (B) Arrange the events that come at the beginning, middle, and end of a narrative containing a clear and linear text structure.	<b>A.RL.11-12.5.a</b> (C) Use story cards to construct the beginning, middle, and end of a story.
<b>A.RL.11-12.5.b</b> (A) Notice and analyze the structure of the writing and the layout of the text.	<b>A.RL.11-12.5.b</b> (B) Identify the structure of a text (e.g. story, poem, or drama).	<b>A.RL.11-12.5.b</b> (C) Select the major events of a familiar story.
<b>A.RL.11-12.5.c</b> (A) Compare and contrast how meaning and style is transferred across multiple texts based on their text structure.	<b>A.RL.11-12.5.c</b> (B) Discuss how structure contributes to the meaning of a story.	<b>A.RL.11-12.5.c</b> (C) Match the actions of the characters in a familiar story.
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Act out a poem or short story from beginning to end.</li> <li>• Create an alternate ending to the story (illustrate, act, tell, etc.).</li> <li>• Organize story cards in correct sequential order.</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Alternate ending</li> <li>• Author</li> <li>• Beginning</li> <li>• Book</li> <li>• Characters</li> <li>• End</li> <li>• Event</li> <li>• Middle</li> <li>• Narrative</li> <li>• Poem</li> <li>• Sequential order</li> <li>• Story</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Websites, articles, and other collections</li> </ul>		

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

- Better Lesson ([betterlesson.com](http://betterlesson.com))
- [The Little Red Hen and a Beginning, Middle, and End](#)
- ACT Academy ([actacademy.act.org](http://actacademy.act.org))
  - [How an Author's Choices Contribute to a Text's Structure](#)
- Common Sense Education ([commonsense.org](http://commonsense.org))
  - [Deciphering Author's Choice](#)
- Standards Aligned System ([pdesas.org](http://pdesas.org))
  - [Exploring Ways Authors Use Text Structures to Convey Meaning](#)
- **Activities**
  - Complete P-I-E chart about a story (Persuade, Inform, or Entertain).
  - Listen to, read, and/or discuss a daily poem.
- **Videos**
  - Study.com
    - [Impact of Word Choice on Meaning and Tone](#)
    - [How to Interpret the Word Choice of a Writer](#)
    - [How Story Elements Interact & Shape One Another](#)

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

Standard		Performance Objectives	
<p><b>A.RL.11-12.6</b> Determine the point of view when there is a difference between the author’s actual language and intended meaning.</p>		<p><b>A.RL.11-12.6.a</b> Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.  <b>A.RL.11-12.6.b</b> Determine an author’s purpose or point of view and identify examples from text that describe or support it.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.RL.11-12.6.a (A)</b> Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.</p>	<p><b>A.RL.11-12.6.a (B)</b> Determine the difference in the points of view of characters in a text with suspense or humor.</p>	<p><b>A.RL.11-12.6.a (C)</b> Repeat the character’s point of view.</p>	
<p><b>A.RL.11-12.6.b (A)</b> Determine an author’s purpose or point of view and identify examples from text that describe or support it.</p>	<p><b>A.RL.11-12.6.b (B)</b> Summarize the author’s point of view.</p>	<p><b>A.RL.11-12.6.b (C)</b> Choose the author’s point of view on a story.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Retell a story from multiple points of view.</li> <li>• Participate in a “point of view” scavenger hunt by circling pronouns in a text.</li> <li>• Create an alternate ending to a story from another character’s point of view.</li> <li>• Explore the points of view within various genres (e.g., mysteries, folktales, fairytales, etc.).</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Author</li> <li>• Character</li> <li>• Narrator</li> <li>• Point of view</li> <li>• Pronoun</li> <li>• Purpose</li> <li>• Story</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ CPALMS (cpalms.org) <ul style="list-style-type: none"> <li>▪ <a href="#">Point of View</a></li> </ul> </li> <li>○ Khan Academy (khanacademy.org) <ul style="list-style-type: none"> <li>▪ <a href="#">Author's Purpose and Perspective</a></li> </ul> </li> <li>○ National Library of Medicine (ncbi.nlm.nih.gov) <ul style="list-style-type: none"> <li>▪ <a href="#">Teaching and Learning</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

- Study.com
  - [Writer's Tone and Point of View](#)
- **Activities**
  - Highlight significant ideas as a passage is read.
  - Look up unknown words in a dictionary.
  - Make flashcards with story elements.
- **Videos**
  - YouTube by Grandma Annii
    - [The True Story of the 3 Little Pigs](#)
  - Reading Rockets (readingrockets.org)
    - [Using Context Clues to Understand Word Meanings](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Reading Literature  
 CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
<b>A.RL.11-12.7</b> 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.		<b>A.RL.11-12.7.a</b> Compare and contrast the differences of a subject or key scene in two different artistic mediums, including what is included in each treatment. <b>A.RL.11-12.7.b</b> Contrast what is “seen” and “heard” when reading a text to what is perceived when a text is listened to or watched. <b>A.RL.11-12.7.c</b> Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.RL.11-12.7.a (A)</b> Compare and contrast the differences of a subject or key scene in two different artistic mediums, including what is included in each treatment.	<b>A.RL.11-12.7.a (B)</b> Describe a difference of a subject and a key scene in two interpretations of a story, drama, or poem.	<b>A.RL.11-12.7.a (C)</b> Identify a difference in one scene in two interpretations of a story, drama, or poem.	
<b>A.RL.11-12.7.b (A)</b> Contrast what is “seen” and “heard” when reading a text to what is perceived when a text is listened to or watched.	<b>A.RL.11-12.7.b (B)</b> Discuss the differences between the experiences of reading a story, drama, or poem to listening to or viewing the audio, video, or live version of the same text.	<b>A.RL.11-12.7.b (C)</b> Repeat a difference between viewing and listening to a story, drama, or poem.	
<b>A.RL.11-12.7.c (A)</b> Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.	<b>A.RL.11-12.7.c (B)</b> Identify various details of the subject told in two different mediums (read aloud, video, etc.).	<b>A.RL.11-12.7.c (C)</b> Identify a detail of the subject told in one account of the story.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Reenact a short story.</li> <li>• Watch a video of a story that was previously read or listened to.</li> <li>• Make a recording of a story.</li> <li>• Keep a journal of school schedules, events, and activities (i.e., pictorial, written, or illustrated journal).</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Book</li> <li>• Drama</li> <li>• Journal</li> <li>• Play</li> <li>• Poem</li> <li>• Story</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Teach Thought (teachthought.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Using Context Clues in Reading</a></li> </ul> </li> </ul> </li> </ul>			



COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

- Better Lesson (betterlesson.com)
  - [Interpretations of a Story](#)
- Navigation (ereadingworksheets.com)
  - [Context Clues](#)
- **Activities**
  - Find the hidden differences in a picture.
  - Choose a character trait and act it out.
  - Sort characters by traits (e.g., honest, friendly, thoughtful, etc..)
  - Find traits that are opposite of each other (i.e., antonyms).
- **Videos**
  - Literacy Ideas (literacyideas.com)
    - [Story Elements](#)
  - Study.com
    - [How to Determine a Writer's Tone and Point of View](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Reading Literature  
 CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives	
<b>A.RL.11-12.9</b> Demonstrate explicit understanding of recounted versions of foundational works of American literature.	<b>A.RL.11-12.9.a</b> Analyze how these seminal documents deal with related themes and concepts; the treatment of those themes and concepts depends a great deal on the perspective and purpose of the author. <b>A.RL.11-12.9.b</b> Evaluate seminal historical texts critically, paying particular attention to historical context, potential bias, and author's purpose. <b>A.RL.11-12.9.c</b> Analyze that unlike central ideas, themes express broader truths about life and/or human nature that go beyond a specific time, place, and circumstance.	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
<b>A.RL.11-12.9.a</b> (A) Analyze how these seminal documents deal with related themes and concepts; the treatment of those themes and concepts depends a great deal on the perspective and purpose of the author.	<b>A.RL.11-12.9.a</b> (B) Discuss theme of one historical document. (e.g., The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, or King's Letter from Birmingham Jail).	<b>A.RL.11-12.9.a</b> (C) Recall one historical document. (e.g., The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, or King's Letter from Birmingham Jail).
<b>A.RL.11-12.9.b</b> (A) Evaluate seminal historical texts critically, paying particular attention to historical context, potential bias, and author's purpose.	<b>A.RL.11-12.9.b</b> (B) Choose a historical text and determine the time period and author's purpose. (e.g., The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, or King's Letter from Birmingham Jail).	<b>A.RL.11-12.9.b</b> (C) State in the student's mode of communication, one author of a historical document. (e.g., The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, or King's Letter from Birmingham Jail).
<b>A.RL.11-12.9.c</b> (A) Analyze that unlike central ideas, themes express broader truths about life and/or human nature that go beyond a specific time, place, and circumstance.	<b>A.RL.11-12.9.c</b> (B) Identify the theme and time period of one historical document. (e.g., The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, Washington's Farewell Address, the Gettysburg Address,	<b>A.RL.11-12.9.c</b> (C) Discuss one historical document's impact in today's society. (e.g., The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, Washington's Farewell Address, the Gettysburg Address,

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Reading Literature  
 CONCEPT: Integration of Knowledge and Ideas

	Roosevelt's Four Freedoms speech, or King's Letter from Birmingham Jail).	Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail).
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Write a classroom constitution.</li> <li>• Write a personal Bill of Rights.</li> <li>• Review historical events as they relate to American literature.</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• American</li> <li>• Documents</li> <li>• Facts</li> <li>• Fiction</li> </ul> <ul style="list-style-type: none"> <li>• Historical</li> <li>• Literature</li> <li>• Opinion</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ West Virginia Department of Education (wvde.state.wv.us)               <ul style="list-style-type: none"> <li>▪ <a href="#">IEP support ELA</a></li> </ul> </li> <li>○ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Foundational works of American Literature</a></li> </ul> </li> <li>○ Common Core Standards (corestandards.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>○ Cast a vote for daily classroom decisions.</li> <li>○ Match the author to corresponding historical document using picture cards.</li> </ul> </li> <li>• <b>Videos</b> <ul style="list-style-type: none"> <li>○ Study.com               <ul style="list-style-type: none"> <li>▪ <a href="#">Types of Traditional Literature Legends based on real people and events</a></li> </ul> </li> <li>○ YouTube by Rare Facts               <ul style="list-style-type: none"> <li>▪ <a href="#">I Have a Dream Speech</a></li> </ul> </li> </ul> </li> </ul>		

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Literature

CONCEPT: Range of Reading and Level of Text Complexity

Standard		Performance Objectives	
<b>A.RL.11-12.10</b> Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.		<b>A.RL.11-12.10.a</b> Self-monitor and adjust understanding of a text by visualizing unfamiliar situations, diagramming complex relationships, and applying skills from across the language arts.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.RL.11-12.10.a (A)</b> Self-monitor and adjust understanding of a text by visualizing unfamiliar situations, diagramming complex relationships, and applying skills from across the language arts.	<b>A.RL.11-12.10.a (B)</b> Identify characteristics of different forms of various texts (i.e. genres).	<b>A.RL.11-12.10.a (C)</b> Repeat the different types of texts (e.g., poems, stories, drama).	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Illustrate a folktale.</li> <li>• Act out a short story.</li> <li>• Write a poem.</li> <li>• Orally produce a short story.</li> <li>• Create a video (TikTok, Flipagram, etc.)</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Book</li> <li>• Drama</li> <li>• Fiction</li> <li>• Folktale</li> <li>• Genre</li> <li>• Listen</li> <li>• Nonfiction</li> <li>• Poem</li> <li>• Read</li> <li>• Story</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ EReading (ereadingworksheets.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Genre</a></li> </ul> </li> <li>○ Reading Rockets (readingrockets.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Text Comprehension</a></li> </ul> </li> <li>○ Teacher Toolkit (teachertoolkit.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Gallery Walk</a></li> </ul> </li> <li>○ John Helgeson English Teacher Northshore School District   Washington State (wsascd/org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Being Active with Active Reading Strategies</a></li> </ul> </li> <li>○ TEFL Teaching English as a Foreign Language (tefl.net)               <ul style="list-style-type: none"> <li>▪ <a href="#">Physical Reading Activities</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>○ Complete a before, during, and after organizer.</li> <li>○ Complete a quick sketch of a book section while listening to a read-aloud.</li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Literature

CONCEPT: Range of Reading and Level of Text Complexity

- Act as a statue to represent part of the plot during reading.
- **Videos**
  - Reading Rockets (readingrockets.org)
    - [Visual Imagery](#)
    - [Directed Reading](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Reading Informational Text  
 CONCEPT: Key Ideas and Detail

Standard	Performance Objectives	
<b>A.RI.11-12.1</b> Determine the meaning of the text and cite textual evidence to support explicit and implicit understandings.	<b>A.RI.11-12.1.a</b> Identify the concrete details, such as individuals, events, or ideas in familiar informational texts. <b>A.RI.11-12.1.b</b> Find specific details in an informational text to answer questions asking about information explicitly stated in the text. <b>A.RI.11-12.1.c</b> Use information and details inferred from the text for citing.	
I Can Statements		
MOST COMPLEX ←————→ LEAST COMPLEX		
<b>A.RI.11-12.1.a</b> (A) Determine the difference between explicit and implicit information in a text.	<b>A.RI.11-12.1.a</b> (B) Identify two to three concrete details, such as individuals, events, or ideas in familiar texts.	<b>A.RI.11-12.1.a</b> (C) Identify one concrete detail, such as individuals, events, or ideas in familiar texts.
<b>A.RI.11-12.1.b</b> (A) Find specific details in an informational text to answer questions asking about information explicitly stated in the text.	<b>A.RI.11-12.1.b</b> (B) Identify words in the text to answer a question about explicit information.	<b>A.RI.11-12.1.b</b> (C) Identify a word to answer a question about the explicit information in the text.
<b>A.RI.11-12.1.c</b> (A) Use information and details inferred from the text for citing.	<b>A.RI.11-12.1.c</b> (B) Use two to three details inferred from the text for citing.	<b>A.RI.11-12.1.c</b> (C) Use one detail inferred from the text for citing.
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Point to the illustration that describes the part of story being discussed.</li> <li>Use the informational text to plan an outing or event.</li> <li>Create a PowerPoint presentation relating the information in the informational text.</li> <li>Create a visual schedule for daily routines (taking medication, grooming, grocery shopping, medical appointments).</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Character</li> <li>Cite</li> <li>Detail</li> <li>Inferred</li> <li>Question</li> <li>Story</li> <li>Text</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>South Dakota Content Standards (doe.sd.gov)               <ul style="list-style-type: none"> <li><a href="#">SD State Standards Disaggregated English Language Arts</a></li> </ul> </li> <li>Florida State University (cpalms.org)               <ul style="list-style-type: none"> <li><a href="#">Inferences and Implicit &amp; Explicit Evidence</a></li> </ul> </li> <li>We Are Teachers (weareteachers.com)</li> </ul> </li> </ul>		

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Detail

- [Citing Textual Evidence](#)
- **Activities**
  - Make a “detail” entry in a journal each day using adjectives to describe clothing, meals, etc.
  - Move pictorial schedule pieces for daily activities.
- **Videos**
  - Study.com
    - [Citing Textual Evidence to Support Analysis](#)
    - [Explicit Meaning](#)
    - [Concrete Words](#)
  - Rakuten (overdrive.com)
    - [Textual Evidence](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Reading Informational Text  
 CONCEPT: Key Ideas and Detail

Standard		Performance Objectives	
<b>A.RI.11-12.2</b> Determine the central idea of a text; recount the text.		<b>A.RI.11-12.2.a</b> Analyze details that are relevant and contribute to the understanding of the central idea of a text. <b>A.RI.11-12.2.b</b> Identify the central idea of a story, in a concise summary about the overall meaning of the text. <b>A.RI.11-12.2.c</b> Determine the events that provide for the foundation of the central idea in a short narrative.	
I Can Statements			
MOST COMPLEX		←-----→ LEAST COMPLEX	
<b>A.RI.11-12.2.a</b> (A) Analyze details that are relevant and contribute to the understanding of the central idea of a text.	<b>A.RI.11-12.2.a</b> (B) Identify two to three major events of a text.	<b>A.RI.11-12.2.a</b> (C) Identify a major event in the text.	
<b>A.RI.11-12.2.b</b> (A) Identify the central idea of a story, in a concise summary about the overall meaning of the text.	<b>A.RI.11-12.2.b</b> (B) Recall the meaning or main idea of the text.	<b>A.RI.11-12.2.b</b> (C) Repeat the meaning of the text.	
<b>A.RI.11-12.2.c</b> (A) Determine the events that provide for the foundation of the central idea in a short narrative.	<b>A.RI.11-12.2.c</b> (B) Identify two to three events in a short narrative.	<b>A.RI.11-12.2.c</b> (C) Recall one event in a short narrative.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Create a chart of the main events in a short narrative.</li> <li>• Choose a short narrative and act out the main idea.</li> <li>• Create an illustration in order to retell a short narrative.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Central Idea</li> <li>• Detail</li> <li>• Event</li> <li>• Main idea</li> <li>• Narrative</li> <li>• Story</li> <li>• Text</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Study.com               <ul style="list-style-type: none"> <li>▪ <a href="#">Main Idea Lesson Plan for 1<sup>st</sup>-3<sup>rd</sup> Grades</a></li> <li>▪ <a href="#">How to Find the Theme or Central Idea</a></li> <li>▪ <a href="#">How to Write a Summary</a></li> </ul> </li> <li>○ Reading Rockets (readingrockets.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Main Idea</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b></li> </ul>			



COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Detail

- Act out a short story.
- Locate the titles of chapters in a book to indicate central idea.
- Complete a “picture walk” through a textbook to gain understanding of central idea.
- **Videos**
  - YouTube by McGraw-Hill
    - [Main Idea & Supporting Details](#)
  - Learn Zillion (learnzillion.com)
    - [Central Message](#)
    - [Main Idea](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Reading Informational Text  
 CONCEPT: Key Ideas and Detail

Standard	Performance Objectives	
<b>A.RI.11-12.3</b> Determine how individuals, ideas, or events change over the course of the text.	<b>A.RI.11-12.3.a</b> Using prior knowledge, make generalizations about the individual, ideas, or events in the course of the text. <b>A.RI.11-12.3.b</b> Identify the key elements in a story, including the main characters, setting, and the major events. <b>A.RI.11-12.3.c</b> Determine the changes or development that occurs in a specific character in a narrative.	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
<b>A.RI.11-12.3.a</b> (A) Make generalizations using prior knowledge about the individual, ideas, or events through the course of the text.	<b>A.RI.11-12.3.a</b> (B) Determine a conclusion based on category knowledge (early inductive reasoning).	<b>A.RI.11-12.3.a</b> (C) Name objects in pictures/tactile graphics or name objects used to represent book pictures during a shared reading activity.
<b>A.RI.11-12.3.b</b> (A) Analyze the key elements in a story, including the main characters, setting, and the major events.	<b>A.RI.11-12.3.b</b> (B) Complete a diagram with elements of a story.	<b>A.RI.11-12.3.b</b> (C) Match elements of a story with a picture.
<b>A.RI.11-12.3.c</b> (A) Determine the changes or development that occurs in a specific character in a narrative.	<b>A.RI.11-12.3.c</b> (B) Determine how a character develops or changes though out a text.	<b>A.RI.11-12.3.c</b> (C) Identify one characteristic of a character in a text.
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Make a visual representation of the setting of a story.</li> <li>• Create an art piece to depict a character in the story.</li> <li>• Role-play through a presentation on favorite character (wax museum, character parade, etc.)</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Book</li> <li>• Character</li> <li>• Event</li> <li>• Plot</li> <li>• Setting</li> <li>• Story</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Literacy Ideas (literacyideas.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Teaching Story Elements</a></li> </ul> </li> <li>○ Teacher (teacher.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Main Idea</a></li> </ul> </li> <li>○ Reading Rockets (readingrockets.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Main Idea</a></li> </ul> </li> </ul> </li> </ul>		

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Detail

- [Story Sequence](#)
- Illinois State Board of Education (isbe.net)
  - [Illinois Common Core Teaching and Learning Strategies ELA Reading Information Text Grades 6-12](#)
- **Videos**
  - New York Times (nytimes.com)
    - [Teaching Unit on Student Activism in Today and History](#)
  - Reading Rockets (readingrockets.org)
    - [Text Structure](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Reading Informational Text  
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
<p><b>A.RI.11-12.4</b> Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning of the text.</p>		<p><b>A.RI.11-12.4.a</b> Demonstrate an understanding that when two words have the same meaning, they are synonyms.  <b>A.RI.11-12.4.b</b> Demonstrate an understanding that words have a slightly different meaning or use depending on the specific context in which they are used.  <b>A.RI.11-12.4.c</b> Determine the specific contextual meaning of a word or phrase as it is used in a single instance in a text or how it is gradually altered throughout the sentences, paragraphs, chapters, and sections of a text, regardless of whether the student may know the word in terms of its typical use.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.RI.11-12.4.a</b> (A) Demonstrate an understanding that when two words have the same meaning, they are synonyms.</p>	<p><b>A.RI.11-12.4.a</b> (B) Identify different words that have similar meaning.</p>	<p><b>A.RI.11-12.4.a</b> (C) Select a word that has similar meanings.</p>	
<p><b>A.RI.11-12.4.b</b> (A) Demonstrate an understanding that words have a slightly different meaning or use depending on the specific context in which they are used.</p>	<p><b>A.RI.11-12.4.b</b> (B) Identify two to three words in a text having multiple meanings.</p>	<p><b>A.RI.11-12.4.b</b> (C) Identify one word in a text having multiple meanings.</p>	
<p><b>A.RI.11-12.4.c</b> (A) Determine the specific contextual meaning of a word or phrase as it is used in a single instance in a text or how it is gradually altered throughout the sentences, paragraphs, chapters, and sections of a text, regardless of whether the student may know the word in terms of its typical use.</p>	<p><b>A.RI.11-12.4.c</b> (B) Determine the meaning of two to three words used in a text.</p>	<p><b>A.RI.11-12.4.c</b> (C) Determine the meaning of one word used in a text.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Illustrate two words with similar meanings.</li> <li>• Use a thesaurus to find an alternate word for one given.</li> <li>• Create a word wall.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Chapter</li> <li>• Meaning</li> <li>• Paragraph</li> <li>• Same</li> <li>• Synonym</li> <li>• Words</li> </ul>	

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- Use a graphic organizer to define a word with multiple meanings (real world examples).

- **Resources:**

- **Websites, articles, and other collections**

- Your Dictionary (yourdictionary.com)
  - [Synonyms](#)
- Pennsylvania Adult Education Resources (paadultresources.org)
  - [Interpreting Words and Phrases](#)
- Better Lesson (betterlesson.com)
  - [Meaning of Words](#)
- Learning Farm (learningfarm.com)
  - [Figurative Language](#)

- **Activities**

- Make an “opposites” book with pictures from a magazine.
- Match popsicle sticks to correct synonym cup

- **Videos**

- YouTube by Home School Pop
  - [Synonyms for Kids](#)
- Learn Zillion (learnzillion.com)
  - [Text Meaning](#)
  - [Impact of Word Choice](#)
- Better Lesson (betterlesson.com)
  - [Vocabulary](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Reading Informational Text  
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
<b>A.RI.11-12.5</b> Determine whether the structure of a text enhances an author's claim.		<b>A.RI.11-12.5.a</b> Find specific details in a text to answer questions asking about information explicitly stated in the text. <b>A.RI.11-12.5.b</b> Determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation. <b>A.RI.11-12.5.c</b> Determine if the structure of the text contributes to the how word choice and organization enhances an author's claim.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.RI.11-12.5.a</b> (A) Find specific details in a text to answer questions asking about information explicitly stated in the text.	<b>A.RI.11-12.5.a</b> (B) Identify words in the text to answer a question about explicit information in the text.	<b>A.RI.11-12.5.a</b> (C) Answer simple questions about concrete details in a text.	
<b>A.RI.11-12.5.b</b> (A) Determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation.	<b>A.RI.11-12.5.b</b> (B) Identify two to three details in a text to answer a question about explicit information.	<b>A.RI.11-12.5.b</b> (C) Repeat details in a text to answer a question about explicit information.	
<b>A.RI.11-12.5.c</b> (A) Determine if the structure of the text contributes to the how word choice and organization enhances an author's claim.	<b>A.RI.11-12.5.c</b> (B) Locate a sentence in a text that support the author's claim.	<b>A.RI.11-12.5.c</b> (C) Recall a word that support the claim.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Locate a specific word in a story by matching it to a word card.</li> <li>• Determine if a detail was used in a story by answering yes or no questions.</li> <li>• Compose an email to school staff clearly stating suggestions or opinions for improvements.</li> <li>• Write a review for a product purchased.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Terms</li> <li>• Author</li> <li>• Claim</li> <li>• Detail</li> <li>• Email</li> <li>• Opinion</li> <li>• Product review</li> <li>• Reason</li> <li>• Sentence</li> <li>• Story</li> <li>• Suggestion</li> <li>• Text</li> <li>• Word</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Reading Rockets (<a href="http://readingrockets.org">readingrockets.org</a>)</li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- [Text Structure](#)
- [Expository Text Structure](#)
- Google Books (books.google.com)
  - [Author's Claim](#)
- Pennsylvania Standards Align System (pdesas.org)
  - [Exploring Ways Authors Use Text Structure to Convey Meaning](#)
- **Videos**
  - Reading Rockets (readingrockets.org)
    - [Inferences](#)
    - [Direct Reading Thinking Activity \(DRTA\)](#)
  - Study.com
    - [How to Analyze an Argument's Effectiveness & Validity](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Reading Informational Text  
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
<b>A.RI.11-12.6</b> Determine author’s point of view and compare and contrast it with own point of view.		<b>A.RI.11-12.6.a</b> Identify a word/phrase that describes the author’s meaning/point of view. <b>A.RI.11-12.6.b</b> Analyze the author’s intended meaning/point of view and discuss how it relates to one’s own point of view. <b>A.RI.11-12.6.c</b> Create a Venn diagram to compare and contrast the points of views.	
I Can Statements			
MOST COMPLEX		←-----→ LEAST COMPLEX	
<b>A.RI.11-12.6.a</b> (A) Identify word/phrase that describes the author’s meaning/point of view.	<b>A.RI.11-12.6.a</b> (B) Identify a phrase that supports the author’s meaning/point of view.	<b>A.RI.11-12.6.a</b> (C) Identify a word that describes the author’s meaning/point of view.	
<b>A.RI.11-12.6.b</b> (A) Analyze the author’s intended meaning/point of view and discuss how it relates to one’s own point of view.	<b>A.RI.11-12.6.b</b> (B) Compare the author’s point of view with personal point of view.	<b>A.RI.11-12.6.b</b> (C) State the author’s point of view.	
<b>A.RI.11-12.6.c</b> (A) Create a Venn diagram to compare and contrast the points of views.	<b>A.RI.11-12.6.c</b> (B) Identify the author’s point of view using a Venn Diagram.	<b>A.RI.11-12.6.c</b> (C) Review the author’s point of view according to the Venn Diagram.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Locate a word within a text.</li> <li>• Give own opinion about a given topic.</li> <li>• Create a poster that persuades others to purchase an item.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Agree</li> <li>• Author</li> <li>• Compare</li> <li>• Contrast</li> <li>• Disagree</li> <li>• Meaning</li> <li>• Phrase</li> <li>• Point of view</li> <li>• Venn diagram</li> <li>• Word</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Teaching Made Practical (teachingmadepractical.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Point of View</a></li> </ul> </li> <li>○ Learning Farm (learningfarm.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Author's Point of View and Purpose</a></li> </ul> </li> <li>○ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Who's Point of View</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>○ Complete sentence starters such as “I agree with _____ because _____.”</li> </ul> </li> </ul>			



COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- Complete sentence starters such as “I disagree with \_\_\_\_ because \_\_\_\_.”
- **Videos**
  - Learn Zillion (learnzillion.com)
    - [Author's Point of View](#)
  - Study.com
    - [Determining Point of View & Purpose](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Reading Informational Text  
 CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives	
<b>A.RI.11-12.7</b> Analyze information presented in different media on related topics to answer questions or solve problems.	<b>A.RI.11-12.7.a</b> Explore information in different mediums on related topics to answer a question or to solve problem. <b>A.RI.11-12.7.b</b> Compare/Contrast the information from the mediums. <b>A.RI.11-12.7.c</b> Present the results of the question or problem and identify the mediums used to the class.	
<b>I Can Statements</b>		
MOST COMPLEX ←	→ LEAST COMPLEX	
<b>A.RI.11-12.7.a</b> (A) Explore information in different mediums to answer a question or to solve problem.	<b>A.RI.11-12.7.a</b> (B) Identify different types of mediums used to answer a question or to solve problem.	<b>A.RI.11-12.7.a</b> (C) State one type of medium used to answer a question.
<b>A.RI.11-12.7.b</b> (A) Compare/Contrast the information from the medium.	<b>A.RI.11-12.7.b</b> (B) Compare the information from the medium.	<b>A.RI.11-12.7.b</b> (C) Contrast the information from the medium.
<b>A.RI.11-12.7.c</b> (A) Present the results of the question or problem and identify the medium used to the class.	<b>A.RI.11-12.7.c</b> (B) Identify two to three various examples of mediums.	<b>A.RI.11-12.7.c</b> (C) Identify one example of a medium.
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Create a newspaper advertisement.</li> <li>• Circle letters, words or pictures in a newspaper.</li> <li>• Listen to a talk radio show.</li> <li>• Compose and send an email.</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Magazine</li> <li>• Media</li> <li>• Newspaper</li> <li>• Radio</li> <li>• Television</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Public Broadcasting System (pbs.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Decoding Media Bias</a></li> </ul> </li> <li>○ Public Broadcast System Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Compare &amp; Contrast Information from Multiple Sources</a></li> </ul> </li> <li>○ Education (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Information from Multiple Sources</a></li> </ul> </li> <li>○ Kathy Schrock's Guide to Everything (schrockguide.net)               <ul style="list-style-type: none"> <li>▪ <a href="#">Teaching Media Literacy in the Age of the Internet</a></li> </ul> </li> </ul> </li> </ul>		

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- **Activities**
  - Watch a commercial and discuss what item is trying to be sold and why.
  - Illustrate the weather and send to the local newspaper.
- **Videos**
  - Learn Zillion (learnzillion.com)
    - [Gathering Information from Multiple Sources](#)
  - YouTube by adlit
    - [Integrating Multiple Sources of Information](#)
  - Adolescent Literacy (adlit.org)
    - [Integrating Knowledge and Ideas Across Multiple Sources of Information](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Reading Informational Text  
 CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
<b>A.RI.11-12.8</b> Determine whether the claims and reasoning enhance the author’s argument in an informational text.		<b>A.RI.11-12.8.a</b> Evaluate the use of evidence and rhetoric determining whether the claims enhance the author’s argument. <b>A.RI.11-12.8.b</b> Analyze links of ideas in the text to speaker’s point of view. <b>A.RI.11-12.8.c</b> Determine the purpose of the text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.RI.11-12.8.a (A)</b> Evaluate the use of evidence and rhetoric determining whether the claims enhance the author’s argument.	<b>A.RI.11-12.8.a (B)</b> Review the author’s argument	<b>A.RI.11-12.8.a (C)</b> Recall the author’s argument.	
<b>A.RI.11-12.8.b (A)</b> Analyze links of ideas in the text to the speaker’s point of view.	<b>A.RI.11-12.8.b (B)</b> Describe two links in an informational text to the speaker’s point of view.	<b>A.RI.11-12.8.b (C)</b> Recognize one link in an informational text to the speaker’s point of view.	
<b>A.RI.11-12.8.c (A)</b> Determine the purpose of the text.	<b>A.RI.11-12.8.c (B)</b> Illustrate the purpose of the text.	<b>A.RI.11-12.8.c (C)</b> Recognize the purpose of the text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Create a magazine ad to sell a product.</li> <li>• Make up the ending of a story read by the teacher.</li> <li>• Develop an informational pamphlet.</li> <li>• Organize a “how to” PowerPoint presentation on life skills objectives.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Argument</li> <li>• Author</li> <li>• Evidence</li> <li>• Point of view</li> <li>• Purpose</li> <li>• Speaker</li> <li>• Text</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Mississippi Department of Education (mdek12.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Standards/Scaffolding</a></li> </ul> </li> <li>○ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Analyzing Author's Argument</a></li> <li>▪ <a href="#">Author's Purpose</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- Read Write Think (readwritethink.org)
  - [Evidence Based Arguments](#)
- **Videos**
  - YouTube by McGraw-Hill
    - [Claims and Supporting Evidence](#)
    - [Parts of an Argument](#)
  - Study.com
    - [How to Recognize Statements that Strengthen or Weaken Arguments](#)
    - [Topic vs. Argument in a Reading Passage](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Reading Informational Text  
 CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
<b>A.RI.11-12.9</b> Compare and contrast arguments made by two different texts on the same topic.		<b>A.RI.11-12.9.a</b> Compare and contrast details that may be used to defend the claim in both texts. <b>A.RI.11-12.9.b</b> Analyze how the claims support the argument made in both informational texts. <b>A.RI.11-12.9.c</b> Compare and contrast the purpose the authors have for writing different informational texts on the same topic.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.RI.11-12.9.a</b> (A) Compare and contrast details that maybe used to defend the claim in both texts.	<b>A.RI.11-12.9.a</b> (B) Identify two to three sentences supporting the claim from each text.	<b>A.RI.11-12.9.a</b> (C) Identify one sentence supporting the claim from each text.	
<b>A.RI.11-12.9.b</b> (A) Analyze how the claims support the argument made in both informational texts.	<b>A.RI.11-12.9.b</b> (B) Repeat how the claims in two texts support the argument made in both informational texts.	<b>A.RI.11-12.9.b</b> (C) Recall a claim in a text.	
<b>A.RI.11-12.9.c</b> (A) Compare and contrast the purpose the authors have for writing different informational texts on the same topic.	<b>A.RI.11-12.9.c</b> (B) Identify similarities in the purpose for the argument in two informational texts on the same topic.	<b>A.RI.11-12.9.c</b> (C) Identify differences in the purpose for the argument in two informational texts on the same topic.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Compare a movie ending to the book ending of a familiar story.</li> <li>• Act out two different versions of a story.</li> <li>• Create a Venn diagram to compare and contrast personal experiences (brands, fast food restaurants, social media outlets, etc.)</li> <li>• Compare and contrast various news outlets.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Alike</li> <li>• Claim</li> <li>• Compare</li> <li>• Contrast</li> <li>• Differences</li> <li>• Different</li> <li>• Same</li> <li>• Similarities</li> <li>• Venn diagram</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Teaching Made Practical (teachingmadepractical.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Compare and Contrast Activities</a></li> </ul> </li> <li>○ The University of Kansas (kucrl.ku.edu)               <ul style="list-style-type: none"> <li>▪ <a href="#">Comparing and Contrasting Similar Texts</a></li> </ul> </li> <li>○ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Compare and Contrast Points in Two Texts</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- **Activities**
  - Use Venn Diagrams to compare and contrast stories, characters, settings, etc.
- **Videos**
  - YouTube by Colin Colorado
    - [Comparing two texts with Venn diagrams](#)
    - [Comparing texts on the same topic](#)
  - Study.com
    - [How to Analyze Two Texts Related by Theme or Topic](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Reading Informational Text  
 CONCEPT: Range of Reading and Text Complexity

Standard		Performance Objectives	
<b>A.RI.11-12.10</b> Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.		<b>A.RI.11-12.10.a</b> Select an activity to engage in reading or listening to a literary nonfiction text. <b>A.RI.11-12.10.b</b> Identify elements of a nonfiction literary work after actively engaging in reading or listening to a nonfiction literary work.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.RI.11-12.10.a</b> (A) Select an activity to engage in reading or listening to a literary nonfiction text.	<b>A.RI.11-12.10.a</b> (B) Select an activity to engage in reading a literary nonfiction text.	<b>A.RI.11-12.10.a</b> (C) Select an activity to engage in listening to a literary nonfiction text.	
<b>A.RI.11-12.10.b</b> (A) Identify elements of a nonfiction literary work after actively engaging in reading or listening to a nonfiction literary work.	<b>A.RI.11-12.10.b</b> (B) Identify elements of a nonfiction literary work after actively engaging in reading a nonfiction literary work.	<b>A.RI.11-12.10.b</b> (C) Identify an element of a nonfiction literary work after actively engaging in listening to a nonfiction literary work.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Explore a textbook using the table of contents.</li> <li>• Listen to a read-aloud.</li> <li>• Locate items in driver’s license manual.</li> <li>• Use a store guide as map for locating an item.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Book</li> <li>• Elements</li> <li>• Heading</li> <li>• Key words</li> <li>• Listen</li> <li>• Literary work</li> <li>• Literature</li> <li>• Nonfiction</li> <li>• Read</li> <li>• Table of Contents</li> <li>• Title</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Reading Rockets (readingrockets.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Shared Reading</a></li> <li>▪ <a href="#">Nonfiction Read-Aloud</a></li> <li>▪ <a href="#">How to Read Nonfiction Text</a></li> </ul> </li> <li>○ Study.com               <ul style="list-style-type: none"> <li>▪ <a href="#">How to Recognize Characteristics of Non-literary Texts</a></li> </ul> </li> </ul> </li> </ul>			



COURSE: Alternate English Elements 11th-12th

DOMAIN: Reading Informational Text

CONCEPT: Range of Reading and Text Complexity

- [Active Listening Flashcards](#)

- **Activities**

- Search for popular literary nonfiction books on Goodreads.com and choose one to listen to or read in class.
- Complete a KWL chart.

- **Videos**

- YouTube by EL Education
  - [Close Reading: An Instructional Strategy for Conquering Complex Text](#)
- YouTube by Mikaela Elardo
  - [Informational Text Read Aloud Text Features Hunt](#)

COURSE: Alternate English Elements 11th-12th

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
<p><b>A.W.11-12.1</b> With guidance and support, write arguments to support claims.</p> <p><b>a.</b> Write an argument to support a claim that results from studying a topic or reading a text.</p> <p><b>b.</b> Support claims with reasons and evidence drawn from text.</p> <p><b>c.</b> Not applicable</p> <p><b>d.</b> Not applicable</p> <p><b>e.</b> Not applicable</p>		<p><b>A.W.11-12.1.a</b> Write an argument to support a claim that results from studying a topic or reading a text.</p> <p><b>A.W.11-12.1.b</b> Support claims with reasons and evidence drawn from text.</p> <p><b>A.W.11-12.1.c</b> Not applicable</p> <p><b>A.W.11-12.1.d</b> Not applicable</p> <p><b>A.W.11-12.1.e</b> Not applicable</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.W.11-12.1.a (A)</b> Write an argument to support a claim that results from studying a topic or reading a text.</p>	<p><b>A.W.11-12.1.a (B)</b> Select a significant claim resulting from studying a topic or reading a text.</p>	<p><b>A.W.11-12.1.a (C)</b> Discuss a claim identified in text.</p>	
<p><b>A.W.11-12.1.b (A)</b> Support claims with reasons and evidence drawn from text.</p>	<p><b>A.W.11-12.1.b (B)</b> Identify words, phrases, and clauses that link the relationship between reasons and evidence.</p>	<p><b>A.W.11-12.1.b (C)</b> Identify a word that links the relationship between reasons and evidence.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Make a poster to sell a product.</li> <li>• Listen to two songs and make an argument for which one is better.</li> <li>• Taste two dishes and convince classmates which one is better.</li> <li>• Devise a speech for a persuasive argument.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Argue</li> <li>• Claim</li> <li>• Main idea</li> <li>• Phrase</li> <li>• Text</li> <li>• Topic</li> <li>• Word</li> <li>• Write</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Education (education.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">Argument Writing</a></li> <li>▪ <a href="#">State Your Claim</a></li> </ul> </li> <li>○ Common Sense Education (commonsense.org)           <ul style="list-style-type: none"> <li>▪ <a href="#">The Art of an Argument</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>○ Participate in a classroom debate on a chosen topic (chewing gum in class, using cell phones at school, etc.)</li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- Make a poster to support side of argument.
- **Videos**
  - Learn Zillion (learnzillion.com)
    - [Support Claims](#)
    - [Write an Argument](#)
    - [Connect ideas and examples in argumentative writing](#)

COURSE: Alternate English Elements 11th-12th

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard	Performance Objectives
<p><b>A.W.11-12.2</b> With guidance and support, write to share information supported by details.</p> <p><b>a.</b> With guidance and support, introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information, including visual, tactual, or multimedia information as appropriate.</p> <p><b>b.</b> With guidance and support, develop the topic with relevant facts, details, or quotes.</p> <p><b>c.</b> With guidance and support, use complete, simple sentences as well as compound and other complex sentences as appropriate.</p> <p><b>d.</b> With guidance and support, use domain-specific vocabulary when writing claims related to a topic of study or text.</p> <p><b>e.</b> Not applicable</p> <p><b>f.</b> With guidance and support, write a concluding sentence, statement, or section of a written text to bring together all the information.</p>	<p><b>A.W.11-12.2.a</b> Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.</p> <p><b>A.W.11-12.2.b</b> Develop the topic with relevant facts, details, or quotes.</p> <p><b>A.W.11-12.2.c</b> Use complete, simple sentences as well as compound and other complex sentences as appropriate.</p> <p><b>A.W.11-12.2.d</b> Use domain-specific vocabulary when writing claims related to a topic of study or text.</p> <p><b>A.W.11-12.2.e</b> Not applicable</p> <p><b>A.W.11-12.2.f</b> Write a concluding sentence, statement, or section of a written text to bring together all the information.</p>

**I Can Statements**

MOST COMPLEX ←			→ LEAST COMPLEX
<p><b>A.W.11-12.2.a</b> (A) Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.</p>	<p><b>A.W.11-12.2.a</b> (B) Create a topic sentence with two to three supporting detail sentences.</p>	<p><b>A.W.11-12.2.a</b> (C) Repeat the topic sentence.</p>	
<p><b>A.W.11-12.2.b</b> (A) Develop the topic with relevant facts, details, or quotes.</p>	<p><b>A.W.11-12.2.b</b> (B) Gather two to three facts to support the topic.</p>	<p><b>A.W.11-12.2.b</b> (C) Recall a fact on a topic.</p>	
<p><b>A.W.11-12.2.c</b> (A) Use complete, simple sentences as well as compound and other complex sentences as appropriate.</p>	<p><b>A.W.11-12.2.c</b> (B) Construct two or three compound and complex sentences on topic.</p>	<p><b>A.W.11-12.2.c</b> (C) Construct a simple sentence on topic.</p>	
<p><b>A.W.11-12.2.d</b> (A) Use domain-specific vocabulary when writing claims related to a topic of study or text.</p>	<p><b>A.W.11-12.2.d</b> (B) Select domain-specific words to use for writing about a topic. (i.e. words that are specific to a content area or discipline).</p>	<p><b>A.W.11-12.2.d</b> (C) Repeat one domain-specific word on topic.</p>	
<p><b>A.W.11-12.2.f</b> (A) Write a concluding sentence, statement, or section of a written</p>	<p><b>A.W.11-12.2.f</b> (B) Write a concluding sentence or statement.</p>	<p><b>A.W.11-12.2.f</b> (C) Select a concluding sentence or statement.</p>	

COURSE: Alternate English Elements 11th-12th

DOMAIN: Writing

CONCEPT: Text Types and Purposes

text to bring together all the information.	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Select “yes” or “no” button to answer a question about a read-aloud.</li><li>• Write a recipe to demonstrate cooking a dish.</li><li>• Write and create a short biography to be used for job applications and resumes.</li><li>• Write introductory letter.</li></ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Fact</li><li>• Idea</li><li>• Sentence</li><li>• Text</li><li>• Topic</li><li>• Write</li></ul>
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>○ Sadlier’s English Language Blog (sadlier.com)<ul style="list-style-type: none"><li>▪ <a href="#">Informative/Explanatory Writing</a></li></ul></li><li>○ Rockin Resources (rockinresources.com)<ul style="list-style-type: none"><li>▪ <a href="#">Paragraph Writing</a></li><li>▪ <a href="#">Relevant Details</a></li></ul></li><li>○ Los Angeles Unified School District (achieve.lausd.net)<ul style="list-style-type: none"><li>▪ <a href="#">Informative Writing</a></li></ul></li></ul></li><li>• <b>Activities</b><ul style="list-style-type: none"><li>○ Produce a journal entry from a given topic each day.</li><li>○ Complete an exit ticket before leaving each day.</li></ul></li><li>• <b>Videos</b><ul style="list-style-type: none"><li>○ YouTube by Teaching Without Frills<ul style="list-style-type: none"><li>▪ <a href="#">Informational Writing</a></li><li>▪ <a href="#">Writing an Introduction</a></li><li>▪ <a href="#">Informational Writing Rap</a></li></ul></li><li>○ Learn Zillion (learnzillion.com)<ul style="list-style-type: none"><li>▪ <a href="#">Introducing a topic clearly</a></li><li>▪ <a href="#">Write an introduction for an informational text</a></li></ul></li></ul></li></ul>	

COURSE: Alternate English Elements 11th-12th

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
<p><b>A.W.11-12.3</b> With guidance and support, write about events or personal experiences.</p> <p><b>a.</b> With guidance and support, write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.</p> <p><b>b.</b> Not applicable</p> <p><b>c.</b> With guidance and support, organize the events in the narrative using temporal words to signal order and add cohesion.</p> <p><b>d.</b> With guidance and support, use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.</p> <p><b>e.</b> With guidance and support, complete the narrative with a closing.</p>		<p><b>A.W.11-12.3.a</b> Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.</p> <p><b>A.W.11-12.3.b</b> Not applicable</p> <p><b>A.W.11-12.3.c</b> Organize the events in the narrative using temporal words to signal order and add cohesion.</p> <p><b>A.W.11-12.3.d</b> Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.</p> <p><b>A.W.11-12.3.e</b> Complete the narrative with a closing.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.W.11-12.3.a (A)</b> Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.</p>	<p><b>A.W.11-12.3.a (B)</b> Illustrate a narrative about a problem, situation, or observation including at least one character, one detail, and clearly sequenced events.</p>	<p><b>A.W.11-12.3.a (C)</b> Define parts of narrative by matching details (i.e., beginning, middle, ending).</p>	
<p><b>A.W.11-12.3.c (A)</b> Organize the events in the narrative using temporal words to signal order and add cohesion.</p>	<p><b>A.W.11-12.3.c (B)</b> Develop a chart/list with examples of temporal words.</p>	<p><b>A.W.11-12.3.c (C)</b> Repeat temporal words by selection from a word bank.</p>	
<p><b>A.W.11-12.3.d (A)</b> Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.</p>	<p><b>A.W.11-12.3.d (B)</b> Categorize descriptive words and phrases in experiences, events, setting, or characters.</p>	<p><b>A.W.11-12.3.d (C)</b> Draw a picture of one experience, event, setting, or characters then enhance with color; describe how to convey vividness to the picture.</p>	
<p><b>A.W.11-12.3.e (A)</b> Complete the narrative with a closing.</p>	<p><b>A.W.11-12.3.e (B)</b> Dictate a way to write an ending in a narrative.</p>	<p><b>A.W.11-12.3.e (C)</b> Recall words that will indicate an ending to a narrative.</p>	
<b>Real World Connections:</b>		<b>Vocabulary:</b>	

COURSE: Alternate English Elements 11th-12th

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- Write about a trip to the cafeteria including items selected and transitions made.
- Use sequence cards to indicate the ending of a story.
- Retell a community outing or field trip.
- Write entry in daily journal.

- Character
- Detail
- End
- Event

- Journal
- Picture
- Setting
- Story

**Resources:**

- **Websites, articles, and other collections**
  - We Are Teachers (weareteachers.com)
    - [Narrative Writing](#)
  - Lesson Planet (lessonplanet.com)
    - [Narrative Essay](#)
  - Trenton Public Schools (trentonk12.org)
    - [Narrative Lessons](#)
- **Activities**
  - Plan a narrative using a story map.
  - Create a personal journal.
- **Videos**
  - YouTube by Teaching Without Frills
    - [Writing a Personal Narrative](#)
  - YouTube by MrWhiteRaps
    - [Temporal Words](#)
  - Study.com
    - [Narrative Writing](#)
    - [Descriptive Words](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Writing  
 CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
<b>A.W.11-12.4</b> With guidance and support, produce writing that is appropriate to a particular task, purpose, and audience.		<b>A.W.11-12.4.a</b> Produce writing that is appropriate to a particular task, purpose, and audience (e.g., a letter of application, a note complaining about service to a business, a sympathy note).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.W.11-12.4.a (A)</b> Produce writing that is appropriate to a particular task, purpose, and audience (e.g., a letter of application, a note complaining about service to a business, a sympathy note).	<b>A.W.11-12.4.a (B)</b> Select a topic, identify the purpose, and identify the writer’s audience (e.g., addressing school/community issues, completing a class project, addressing changes in rules).	<b>A.W.11-12.4.a (C)</b> Use a word/picture bank to complete a writing sample.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Arrange picture cards for correct sequence of a self-care skill.</li> <li>• Write a thank you note to the school nurse.</li> <li>• Complete an application (job, driver’s license, etc.)</li> <li>• Create an invitation.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Application</li> <li>• Picture card</li> <li>• Letter</li> <li>• Signature</li> <li>• Word</li> <li>• Write</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Rocking Resources (rockinresources.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Task, Purpose, Audience for Narrative Writing</a></li> </ul> </li> <li>○ Book Units Teacher (bookunitteacher.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Writing for an Audience</a></li> </ul> </li> <li>○ Reading Rockets (readingrockets.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">A Guide to Teaching Reading and Writing</a></li> <li>▪ <a href="#">Letter Writing</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>○ Write a step-by-step guide giving directions on how to bake a cake.</li> <li>○ Email a friend to invite them to an event (graduation, birthday party, etc.).</li> </ul> </li> <li>• <b>Videos</b> <ul style="list-style-type: none"> <li>○ Study.com               <ul style="list-style-type: none"> <li>▪ <a href="#">Choosing How to Organize Your Writing: Task, Purpose &amp; Audience</a></li> <li>▪ <a href="#">How to Write a Friendly Letter</a></li> </ul> </li> </ul> </li> </ul>			



COURSE: Alternate English Elements 11th-12th

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- YouTube by Brianne Cronk
  - [Writing a Friendly Letter](#)
- YouTube by Jeremy Burkett
  - [Franky the Friendly Letter](#)
- YouTube by Prepare Studies
  - [Invitation Letter](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Writing  
 CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
<b>A.W.11-12.5</b> With guidance and support, develop and strengthen writing as needed by planning, revising, editing, and rewriting.		<b>A.W.11-12.5.a</b> Develop and strengthen writing as needed by planning. <b>A.W.11-12.5.b</b> Develop and strengthen writing as needed by revising. <b>A.W.11-12.5.c</b> Develop and strengthen writing as needed by editing. <b>A.W.11-12.5.d</b> Develop and strengthen writing as needed by rewriting.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.W.11-12.5.a</b> (A) Develop and strengthen writing as needed by planning.	<b>A.W.11-12.5.a</b> (B) Develop and strengthen writing as needed by planning by using a strategy (e.g., brainstorming, creating an outline, graphic organizer).	<b>A.W.11-12.5.a</b> (C) Select a topic for writing, using my preferred mode of communication.	
<b>A.W.11-12.5.b</b> (A) Develop and strengthen writing as needed by revising.	<b>A.W.11-12.5.b</b> (B) Develop and strengthen writing as needed to add words in writing.	<b>A.W.11-12.5.b</b> (C) Develop and strengthen writing as needed to delete words in writing.	
<b>A.W.11-12.5.c</b> (A) Develop and strengthen writing as needed by editing.	<b>A.W.11-12.5.c</b> (B) Develop and strengthen writing as needed by adding punctuation.	<b>A.W.11-12.5.c</b> (C) Develop and strengthen writing as needed by deleting punctuation.	
<b>A.W.11-12.5.d</b> (A) Develop and strengthen writing as needed by rewriting.	<b>A.W.11-12.5.d</b> (B) Strengthen writing as needed by adding related words, phrases or simple sentences.	<b>A.W.11-12.5.d</b> (C) Develop and strengthen writing as needed deleting unrelated words, phrases or simple sentences.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Use a graphic organizer to add details to a simple sentence about a certain subject (flower, car, item of clothing, etc.).</li> <li>Orally tell or retell a story using a recording device or video.</li> <li>Using text-to-speech app to create a short story.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Add</li> <li>Delete</li> <li>Edit</li> <li>Phrase</li> <li>Revise</li> <li>Simple sentence</li> <li>Words</li> <li>Write</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Time 4 Writing (time4writing.com)               <ul style="list-style-type: none"> <li><a href="#">Steps to Writing</a></li> </ul> </li> <li>Rockin Resources (rockinresources.com)               <ul style="list-style-type: none"> <li><a href="#">Writing Process</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- [Punctuation](#)

- **Activities**

- Complete hamburger graphic organizer to help with writing a narrative paragraph.
- Provide students with one example of a paragraph. Ask them to cut out each portion and then rearrange the pieces into simple sentences.
- Have students match simple sentences to picture cards to tell a story.

- **Videos**

- Study.com
  - [Writing](#)
  - [Punctuation Marks](#)
  - [Writing Process for Students with Learning Disabilities](#)
  - [Writing & Revising](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Writing  
 CONCEPT: Production and Distribution of Writing

Standard	Performance Objectives	
<b>A.W.11-12.6</b> With guidance and support, use technology, including the internet, to produce, publish, and update an individual or shared writing project.	<b>A.W.11-12.6.a</b> Use technology, including the internet, to produce an individual or shared writing project. <b>A.W.11-12.6.b</b> Use technology, including the internet, to publish an individual or shared writing project. <b>A.W.11-12.6.c</b> Use technology, including the internet, to update an individual or shared writing project.	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
<b>A.W.11-12.6.a</b> (A) Use technology, including the internet, to produce an individual or shared writing project.	<b>A.W.11-12.6.a</b> (B) Use technology, including the internet, to produce an individual or shared writing project.	<b>A.W.11-12.6.a</b> (C) Use technology, including the internet, to find an example of an individual or shared writing project.
<b>A.W.11-12.6.b</b> (A) Use technology, including the internet, to publish an individual or shared writing project.	<b>A.W.11-12.6.b</b> (B) Use technology, including the internet, to publish an individual or shared writing project.	<b>A.W.11-12.6.b</b> (C) Use technology, including the internet, to find a published individual or shared writing project.
<b>A.W.11-12.6.c</b> (A) Use technology, including the internet, to update an individual or shared writing project.	<b>A.W.11-12.6.c</b> (B) Use technology, including the internet, to update and or revise an individual or shared writing project.	<b>A.W.11-12.6.c</b> (C) Use technology, including the internet, to find an example of an individual or shared writing project.
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Use BoardMaker to arrange picture cards for a story.</li> <li>• Type words from a story into a document.</li> <li>• Use speech-to-text software to collaborate on writing project.</li> <li>• Create a class itinerary for planned field trip.</li> <li>• Explore the internet.</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Computer</li> <li>• Individual</li> <li>• Internet</li> <li>• Project</li> <li>• Publish</li> <li>• Revise</li> <li>• Shared</li> <li>• Story</li> <li>• Technology</li> <li>• Update</li> <li>• Writing</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Teach Thought (teachthought.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">10 Ideas for Using Technology to Teach Writing</a></li> </ul> </li> <li>○ Prodigy (prodigygame.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">25 Easy Ways to Use Technology in the Classroom [+ Downloadable List]</a></li> </ul> </li> </ul> </li> </ul>		

COURSE: Alternate English Elements 11th-12th

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- **Activities**
  - Use various search engines on the internet (Google, Yahoo, Bing, etc.).
  - Use speech-to-text software to produce a paragraph.
  - Explore the internet.
  - Use Microsoft Word or Google Docs to compose a writing sample.
- **Videos**
  - YouTube by Super Schoolhouse
    - [Google Docs for Kids](#)
  - YouTube by etownsife
    - [Microsoft Word for Kids](#)
  - YouTube by SIC Ed Lessons
    - [Word Basics](#)

COURSE: Alternate English Elements 11th-12th

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
<p><b>A.W.11-12.7</b> With guidance and support, conduct research projects to answer questions posed by self and others using multiple sources of information.</p>		<p><b>A.W.11-12.7.a</b> Conduct research projects to answer questions posed by self, using multiple sources of information.</p> <p><b>A.W.11-12.7.b</b> Conduct research projects to answer questions posed by others using multiple sources of information.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.W.11-12.7.a (A)</b> Conduct research projects to answer questions posed by self, using multiple sources of information.</p>	<p><b>A.W.11-12.7.a (B)</b> Organize information from several sources to answer a question.</p>	<p><b>A.W.11-12.7.a (C)</b> Identify a question by selecting from an array of questions.</p>	
<p><b>A.W.11-12.7.b (A)</b> Conduct research projects to answer questions posed by others using multiple sources of information.</p>	<p><b>A.W.11-12.7.b (B)</b> Identify a topic of interest to investigate using more than one selected source of information.</p>	<p><b>A.W.11-12.7.b (C)</b> Identify a topic of interest to investigate using one selected source of information.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Take a tour of the library to see various books and resources.</li> <li>• Sort books as fiction or nonfiction.</li> <li>• Collect and explore various sources of information (encyclopedias, magazines, textbooks, pamphlets, maps, etc.).</li> <li>• Organize the classroom library.</li> <li>• Review a documentary and complete an oral or written report.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Credit</li> <li>• Evaluate</li> <li>• Information</li> <li>• Investigate</li> <li>• Library</li> <li>• Plan</li> <li>• Project</li> <li>• Question</li> <li>• Research</li> <li>• Source</li> <li>• Write</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Brainpop Educators (educators.brainpop.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">Research Project</a></li> </ul> </li> <li>○ Scholastic (scholastic.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">Building Research Skills</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>○ Check out a book from the library.</li> <li>○ Conduct a presentation on a selected topic.</li> </ul> </li> <li>• <b>Videos</b> <ul style="list-style-type: none"> <li>○ YouTube by Teaching Without Frills</li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- [Writing a Research Paper](#)
- [Writing a Draft](#)
- Study.com
  - [How to Write a Research Paper](#)
  - [Using Multiple Sources](#)

COURSE: Alternate English Elements 11th-12th

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard	Performance Objectives	
<b>A.W.11-12.8</b> With guidance and support, write answers to research questions by selecting relevant information from multiple resources.	<b>A.W.11-12.8.a</b> Find resources in multiple mediums. <b>A.W.11-12.8.b</b> Select relevant information from multiple resources. <b>A.W.11-12.8.c</b> Write answers to research questions from multiple resources.	
<b>I Can Statements</b>		
MOST COMPLEX ←—————→ LEAST COMPLEX		
<b>A.W.11-12.8.a</b> (A) Find multiple resources in different mediums.	<b>A.W.11-12.8.a</b> (B) Find two or three resources.	<b>A.W.11-12.8.a</b> (C) Find one resource.
<b>A.W.11-12.8.b</b> (A) Select relevant information from multiple resources.	<b>A.W.11-12.8.b</b> (B) Select relevant information from two or three resources.	<b>A.W.11-12.8.b</b> (C) Select relevant information from one resource.
<b>A.W.11-12.8.c</b> (A) Write answers to research questions from multiple resources.	<b>A.W.11-12.8.c</b> (B) Write answers to research questions from two or three resources.	<b>A.W.11-12.8.c</b> (C) State an answer to a research question from one resource.
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Use a computer to look up an answer to a question.</li> <li>• Match pictures to media examples (computer, newspapers, magazines, radio, television, etc.).</li> <li>• Identify areas in the library to locate research materials.</li> <li>• Use a phone book or encyclopedia to locate specific information.</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Cite</li> <li>• Computer</li> <li>• Keyword</li> <li>• Library</li> <li>• Magazine</li> <li>• Newspaper</li> <li>• Radio</li> <li>• Resource</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Resilient Educator (resilienteducator.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Teaching Students how to do Research Papers</a></li> </ul> </li> <li>○ Idea (ideaedu.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Using Resources</a></li> </ul> </li> <li>○ Scholastic (scholastic.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Building Research Skills</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>○ Use the yellow pages to locate a telephone number for a business or service</li> <li>○ Give a daily weather or news update</li> <li>○ Pick a topic and use three resources to find one detail</li> </ul> </li> </ul>		



COURSE: Alternate English Elements 11th-12th

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- **Videos**

- Study.com
  - [Evaluating Sources for Research Projects](#)
- YouTube by Imagine Easy Solutions
  - [Finding Credible Sources for your Research Paper](#)
- YouTube by Steve Kirk
  - [Finding Online Sources](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Writing  
 CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
<b>A.W.11-12.9</b> With guidance and support, cite evidence from literary or informational texts.		<b>A.W.11-12.9.a</b> Apply Grade 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>A.W.11-12.9.b</b> Apply Grade 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.”).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.W.11-12.9.a (A)</b> Write to compare and contrast common themes across more than one source of American literature (e.g., “What is something you have read about in more than one book or story about this topic?”).	<b>A.W.11-12.9.a (B)</b> Write to compare relationships of characters in the story and their relationships with others after reading two very basic texts on similar topics.	<b>A.W.11-12.9.a (C)</b> Indicate “same” or “different” as the teacher displays two pages, focusing first on the illustrations and later on the text content, and the teacher adds the responses to a chart (after reading two very basic texts on similar topics).	
<b>A.W.11-12.9.b (A)</b> Illustrate or select photos from a public domain website to illustrate a right provided by the government and write a caption for the illustration.	<b>A.W.11-12.9.b (B)</b> Consider given choices and examples of actions, select the ones that are rights, and write a phrase about one right that is important to me.	<b>A.W.11-12.9.b (C)</b> Consider given examples of actions, identify those that a person has the right to do, and provide an example of it using the choices provided and any technologies required for independence.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Exercise one’s right to vote by casting a ballot in a school or class election.</li> <li>Watch a video/listen to a tape recording of one of Dr. Martin Luther King, Jr.’s speeches.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Caption</li> <li>Compare</li> <li>Contrast</li> <li>Different</li> <li>Illustrate</li> <li>Right</li> <li>Same</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Scholastic (scholastic.com)               <ul style="list-style-type: none"> <li><a href="#">Themes in Literature</a></li> </ul> </li> <li>PBS Learning Media (pbslearningmedia.org)               <ul style="list-style-type: none"> <li><a href="#">Themes and Topics Across Texts</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- Education (education.com)
  - [Comparing and Contrasting Two Characters Across Fiction Text](#)
- **Activities**
  - Vote by casting a ballot in a school or class election.
  - Watch/listen to a tape recording of one of Dr. Martin Luther King, Jr.'s speeches.
  - Use a Venn Diagram to compare and contrast two familiar characters from recent read-aloud literature.
- **Videos**
  - YouTube by Kristin Rosier
    - [Compare & Contrast](#)
  - YouTube by PBS Kids
    - [You Choose/Voting](#)

COURSE: Alternate English Elements 11th-12th

DOMAIN: Writing

CONCEPT: Range of Reading and Level of Text Complexity

Standard		Performance Objectives	
<p><b>A.W.11-12.10</b> With guidance and support, write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.</p>		<p><b>A.W.11-12.10.a</b> Write routinely over extended time frames for a range of tasks.  <b>A.W.11-12.10.b</b> Write routinely over extended time frames for a range of purposes.  <b>A.W.11-12.10.c</b> Write routinely over extended time frames for various audiences.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.W.11-12.10.a</b> (A) Write routinely over extended time frames for a range of tasks.</p>	<p><b>A.W.11-12.10.a</b> (B) Write/indicate two to three tasks to be completed daily using my preferred mode of communication.</p>	<p><b>A.W.11-12.10.a</b> (C) Write/indicate one task to be completed daily using my preferred mode of communication.</p>	
<p><b>A.W.11-12.10.b</b> (A) Write routinely over extended time frames for a range of purposes.</p>	<p><b>A.W.11-12.10.b</b> (B) Write routinely over extended time frames for two to three purposes.</p>	<p><b>A.W.11-12.10.b</b> (C) Write routinely over an extended time frame for a purpose.</p>	
<p><b>A.W.11-12.10.c</b> (A) Write routinely over extended time frames for various audiences.</p>	<p><b>A.W.11-12.10.c</b> (B) Identify audiences for different writings (e.g. class, business, media, children, adults).</p>	<p><b>A.W.11-12.10.c</b> (C) Identify an audience for writing.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Write or illustrate steps of daily routine (brushing teeth, combing hair, etc.).</li> <li>• Make daily entries in a journal (written or pictorial).</li> <li>• Write in a diary.</li> <li>• Have a pen pal in another grade/class.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Audience</li> <li>• Chore</li> <li>• Diary</li> <li>• Job</li> <li>• Journal</li> <li>• Letter</li> <li>• Routine</li> <li>• Task</li> <li>• Timeframe</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Teacher Vision (teachervision.com) <ul style="list-style-type: none"> <li>▪ <a href="#">Journal writing</a></li> </ul> </li> <li>○ A Day in Our Shoes (adayinourshoes.com) <ul style="list-style-type: none"> <li>▪ <a href="#">Visual Picture Schedules</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b></li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Writing

CONCEPT: Range of Reading and Level of Text Complexity

- Create daily schedule.
- Make daily entries into diary.
- Create correspondence in student planner.
- **Videos**
  - YouTube by Joy Berry Media
    - [Unforgettable Pen Pal Preview](#)
  - YouTube by Little Princess
    - [I want a Pen Pal](#)
  - YouTube by Bullet Journal
    - [How to Bullet Journal](#)
  - YouTube by Pyramid Model
    - [Visual Daily Schedule](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Speaking and Listening  
 CONCEPT: Comprehension and Collaboration

Standard		Performance Objectives	
A.SL.11-12.1 Engage in collaborative discussions.		A.SL.11-12.1.a Prepare for discussions by collecting information on the topic. A.SL.11-12.1.b Work with peers to set rules and goals for discussions. A.SL.11-12.1.c Ask and answer questions to verify or clarify own ideas and understanding during a discussion. A.SL.11-12.1.d Respond to agreements and disagreements in a discussion.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.11-12.1.a (A) Prepare for discussions by collecting information on the topic.	A.SL.11-12.1.a (B) Collect two to three information sources on the topic.	A.SL.11-12.1.a (C) Identify a topic for discussion.	
A.SL.11-12.1.b (A) Work with peers to set rules and goals for discussions.	A.SL.11-12.1.b (B) Work with peers to set goals for discussions.	A.SL.11-12.1.b (C) Work with peers to set rules for discussions.	
A.SL.11-12.1.c (A) Ask and answer questions to verify or clarify own ideas and understanding during a discussion.	A.SL.11-12.1.c (B) Ask questions to clarify own ideas and understanding during a discussion.	A.SL.11-12.1.c (C) Answer a question to verify understanding during a discussion.	
A.SL.11-12.1.d (A) Respond to agreements and disagreements in a discussion.	A.SL.11-12.1.d (B) Respond to disagreements in a discussion.	A.SL.11-12.1.d (C) Respond to agreements in a discussion.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Discuss post-secondary goals.</li> <li>• Create, share, and discuss a timeline for future life plans.</li> <li>• Participate in Individual Education Plan meeting.</li> <li>• Engage in mock job interviews.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Agree</li> <li>• Conversation</li> <li>• Disagree</li> <li>• Discuss</li> <li>• Goal</li> <li>• Listen</li> <li>• Peer</li> <li>• Respond</li> <li>• Rule</li> <li>• Source</li> <li>• Speak</li> <li>• Topic</li> <li>• Turn taking</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Reading Rockets (readingrockets.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Think, Pair, Share</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- [Speaking and Listening](#)
- One Community (oncommunityglobal.org)
  - [Collaboration Lesson Plans](#)
- **Activities**
  - Visit library to check out information sources for a given topic.
  - Play a board game with partners.
- **Videos**
  - YouTube by Teaching Without Frills
    - [Asking & Answering Questions: Reading Literature](#)
  - YouTube by INCLUDEnyc
    - [Participating in Your Own IEP Meeting](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Speaking and Listening  
 CONCEPT: Comprehension and Collaboration

Standard		Performance Objectives	
<b>A.SL.11-12.2</b> Determine the credibility and accuracy of information presented across diverse media or formats.		<b>A.SL.11-12.2.a</b> Engage in reflective conversation about their own writing and the writing of others. <b>A.SL.11-12.2.b</b> Use note taking both in delivering oral presentations and listening to oral presentations. <b>A.SL.11-12.2.c</b> Determine discrepancies among the data to make informed decisions and solve problems if applicable.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.SL.11-12.2.a</b> (A) Engage in reflective conversation about my own writing and the writing of others.	<b>A.SL.11-12.2.a</b> (B) Use two to three audience feedback tools and protocols (e.g., simple rubrics, checklist).	<b>A.SL.11-12.2.a</b> (C) Use an audience feedback tool or protocol.	
<b>A.SL.11-12.2.b</b> (A) Use note taking both in delivering oral presentations and listening to oral presentations.	<b>A.SL.11-12.2.b</b> (B) Use note taking in delivering oral presentations.	<b>A.SL.11-12.2.b</b> (C) Use note taking in listening to oral presentations.	
<b>A.SL.11-12.2.c</b> (A) Determine discrepancies among the data to make informed decisions and solve problems if applicable.	<b>A.SL.11-12.2.c</b> (B) Identify discrepancies used to make informed decisions.	<b>A.SL.11-12.2.c</b> (C) Repeat a discrepancy used to make an informed decision.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Fact check a news story (social media, various news outlets, etc.).</li> <li>• Participate in a scavenger hunt.</li> <li>• Play the boardgame Clue.</li> <li>• Create and tell a daily joke or riddle and audition for audience feedback.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Audience</li> <li>• Checklist</li> <li>• Conversation</li> <li>• Decision</li> <li>• Discrepancy</li> <li>• Feedback</li> <li>• Listen</li> <li>• Note taking</li> <li>• Present</li> <li>• Presentation</li> <li>• Problem solving</li> <li>• Rubric</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Common Sense Education (commonsense.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Fact Finding Tips &amp; Tools</a></li> <li>▪ <a href="#">Evaluating Legitimate Sources</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b></li> </ul>			



COURSE: Alternate English Elements 11th-12th

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- Check the date on a given resource to see if it is timely.
- **Videos**
  - YouTube by Learn and Lead
    - [Taking Notes for Research in Elementary School](#)
  - YouTube by Grobles Media
    - [How to Prepare Your Oral Presentation](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Speaking and Listening  
 CONCEPT: Comprehension and Collaboration

Standard		Performance Objectives	
<b>A.SL.11-12.3</b> Determine whether the claims and reasoning enhance the speaker's argument on a topic.		<b>A.SL.11-12.3.a</b> Analyze the evidence in a speaker's argument as fact or opinion. <b>A.SL.11-12.3.b</b> Identify when irrelevant evidence is introduced. <b>A.SL.11-12.3.c</b> Identify points of emphasis and tone in a speaker's argument.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.SL.11-12.3.a</b> (A) Analyze the evidence in a speaker's argument as fact or opinion.	<b>A.SL.11-12.3.a</b> (B) Identify one opinion.	<b>A.SL.11-12.3.a</b> (C) Identify one fact.	
<b>A.SL.11-12.3.b</b> (A) Identify when irrelevant evidence is introduced.	<b>A.SL.11-12.3.b</b> (B) Discuss two to three irrelevant items.	<b>A.SL.11-12.3.b</b> (C) Discuss one irrelevant item.	
<b>A.SL.11-12.3.c</b> (A) Identify points of emphasis and tone in a speaker's argument.	<b>A.SL.11-12.3.c</b> (B) Discuss various tones used in a speaker's argument.	<b>A.SL.11-12.3.c</b> (C) Repeat and/or recognize a variation in speaker's tone.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Create a fact and opinion chart on a chosen topic.</li> <li>• Give a persuasive speech (cats vs. dogs, Coke vs. Pepsi, etc.)</li> <li>• Create personal fact notecards with full name, age, birthdate, address, etc.</li> <li>• Create biographical information on self.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Argue</li> <li>• Emphasis</li> <li>• Evidence</li> <li>• Fact</li> <li>• Irrelevant</li> <li>• Listen</li> <li>• Opinion</li> <li>• Relevant</li> <li>• Speak</li> <li>• Tone</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Common Sense Education (commonsense.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Turn students into Fact-Finding Web Detectives</a></li> </ul> </li> <li>○ Education (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Fact and Opinion</a></li> </ul> </li> <li>○ Read Write Think (readwritethink.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Fact Fragment Frenzy</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>○ Create personal fact notecards with their personal information (full name, age, birthdate).</li> <li>○ Create an interactive timeline of a personal biography.</li> <li>○ Create a fact and opinion chart on a chosen topic.</li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- **Videos**

- YouTube by Teaching Without Frills
  - [Fact or Opinion](#)
- YouTube by SoulPancake
  - [Kid President, How to Change the World](#)
- YouTube by Planet Nutshell
  - [What is Personal Information?](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Speaking and Listening  
 CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
<b>A.SL.11-12.4</b> Present an argument on a topic using an organization appropriate to the purpose, audience, and task.		<b>A.SL.11-12.4.a</b> Analyze a presentation to audiences, focusing on the significance of the claim in relation to that audience. <b>A.SL.11-12.4.b</b> Discuss claims and counterclaims. <b>A.SL.11-12.4.c</b> Determine the relationship and significance of claim(s), counterclaims, reasons, and evidence.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.SL.11-12.4.a (A)</b> Analyze a presentation to audiences, focusing on the significance of the claim in relation to that audience.	<b>A.SL.11-12.4.a (B)</b> Define an argument's purpose.	<b>A.SL.11-12.4.a (C)</b> Name a subject that might create a class argument.	
<b>A.SL.11-12.4.b (A)</b> Discuss claims and counterclaims in a presentation.	<b>A.SL.11-12.4.b (B)</b> Discuss a counterclaim in a presentation.	<b>A.SL.11-12.4.b (C)</b> Discuss a claim in a presentation.	
<b>A.SL.11-12.4.c (A)</b> Determine the relationship and significance of claim(s), counterclaims, reasons, and evidence.	<b>A.SL.11-12.4.c (B)</b> Discuss the relationship and significance of claim(s), counterclaims, reasons, and evidence.	<b>A.SL.11-12.4.c (C)</b> Restate a word or words that might be used to change a person's side of an argument.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Create an art piece on a favorite color and make an argument why it is the best.</li> <li>• Circle words in a newspaper that relate to an opinion or a fact.</li> <li>• Explore different agencies that use claims and counterclaims.</li> <li>• Participate in a field trip to the courthouse.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Argument</li> <li>• Claim</li> <li>• Cons</li> <li>• Counterclaim</li> <li>• Evidence</li> <li>• Fact</li> <li>• Listen</li> <li>• Opinion</li> <li>• Presentation</li> <li>• Pros</li> <li>• Reason</li> <li>• Sides</li> <li>• Speak</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Literacy Ideas (literacyideas.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Fact &amp; Opinion</a></li> </ul> </li> <li>○ Study.com               <ul style="list-style-type: none"> <li>▪ <a href="#">Parts of an Argument</a></li> <li>▪ <a href="#">Claims, Counterclaims, Reasons and Evidence</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- Common Sense (commonsense.org)
  - [The Art of an Argument](#)
- **Videos**
  - YouTube by CNN
    - [Inside the Supreme Court](#)
  - YouTube by Molly E Druce
    - [Parts of an Argument](#)

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Speaking and Listening  
 CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
<b>A.SL.11-12.5</b> Use digital media strategically (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to support understanding and add interest.		<b>A.SL.11-12.5.a</b> Identify examples of various digital media in presentations to support understanding and add interest (e.g., textual, graphic, audio, visual, and interactive elements). <b>A.SL.11-12.5.b</b> Use various digital media in presentations to support understanding and add interest.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.SL.11-12.5.a (A)</b> Identify examples of various digital media in presentations to support understanding and add interest(e.g., textual, graphic, audio, visual, and interactive elements).	<b>A.SL.11-12.5.a (B)</b> Identify two to three examples of digital media in a presentation to support understanding and add interest (e.g., textual, graphic, audio, visual, and interactive elements).	<b>A.SL.11-12.5.a (C)</b> Identify one example of digital media in a presentation to support understanding and add interest (e.g., textual, graphic, audio, visual, and interactive elements).	
<b>A.SL.11-12.5.b (A)</b> Use various digital media in presentations to support understanding and add interest.	<b>A.SL.11-12.5.b (B)</b> Use two to three examples of digital media in presentations to support understanding and add interest	<b>A.SL.11-12.5.b (C)</b> Use one example of digital media in presentations to support understanding and add interest.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Make a video and post to a school social media site.</li> <li>• Play a video game.</li> <li>• Create a Power Point presentation on a chosen topic.</li> <li>• Participate in school announcements over intercom or school channel.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Audio</li> <li>• Blog</li> <li>• Digital</li> <li>• Graphics</li> <li>• Internet</li> <li>• Media</li> <li>• Presentation</li> <li>• Smart board</li> <li>• Television</li> <li>• Tools</li> <li>• Video</li> <li>• Web site</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Read Write Think (readwritethink.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Exploring Multimedia</a></li> </ul> </li> <li>○ We Video (wevideo.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Student Produced Morning Announcements</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- School Journalism (schooljournalism.com)
  - [Blogging](#)
- Digital Wish (digitalwish.com)
  - [All About Me PowerPoint](#)
- **Activities**
  - Start a blog.
  - Use Pinterest to create a vision board.
  - Skype or Zoom another class.

COURSE: Alternate English Elements 11th-12th  
 DOMAIN: Speaking and Listening  
 CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
<b>A.SL.11-12.6</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.		<b>A.SL.11-12.6.a</b> Identify formal and informal language and use it appropriately.	
<b>I Can Statements</b>			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.SL.11-12.6.a (A)</b> Identify formal and informal language and use it appropriately.	<b>A.SL.11-12.6.a (B)</b> Compare formal and informal English in speech.	<b>A.SL.11-12.6.a (C)</b> Identify informal English.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Conduct a formal meeting with the principal.</li> <li>• Participate in a mock job interview.</li> <li>• Model a formal introduction and greeting.</li> <li>• Compose an informal text and send to a friend.</li> <li>• Participate in a mock encounter with a law enforcement official.</li> <li>• Call and make an appointment for a personal service (hair, dentist, doctor, etc.).</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Appropriate</li> <li>• Formal</li> <li>• Friendly</li> <li>• Greeting</li> <li>• Informal</li> <li>• Introduction</li> <li>• Listen</li> <li>• Serious</li> <li>• Speak</li> <li>• Vocabulary</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ CPALMS (cpalms.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Formal Language</a></li> </ul> </li> <li>○ English Club (englishclub.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">How to Teach Formal &amp; Informal Language</a></li> </ul> </li> <li>○ My World of Work               <ul style="list-style-type: none"> <li>▪ <a href="#">Mock Interview</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>○ Invite a policeman to class.</li> <li>○ Model a formal greeting and farewell each day.</li> </ul> </li> <li>• <b>Videos</b> <ul style="list-style-type: none"> <li>○ YouTube by INCLUDEnyc               <ul style="list-style-type: none"> <li>▪ <a href="#">Job Interview Tips</a></li> </ul> </li> <li>○ YouTube by Twominute English</li> </ul> </li> </ul>			



COURSE: Alternate English Elements 11th-12th

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- YouTube by TPK Learning
  - [Scheduling a Doctor's Appointment](#)
  - [Introducing Yourself](#)

COURSE: Alternate English Elements 11th-12th

DOMAIN: Language

CONCEPT: Conventions of Standard English

Standard		Performance Objectives	
<p><b>A.L.11-12.1</b> Demonstrate standard English grammar and usage when communicating.</p> <p><b>a.</b> Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.</p> <p><b>b.</b> Use digital, electronic, and other resources and tools to improve uses of language as needed.</p>		<p><b>A.L.11-12.1.a</b> Use conventions of standard English when needed.</p> <p><b>A.L.11-12.1.b</b> Use digital, electronic, and other resources and tools to improve uses of language as needed.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.L.11-12.1.a</b> (A) Use conventions of standard English when needed.	<b>A.L.11-12.1.a</b> (B) Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in communication to convey information.	<b>A.L.11-12.1.a</b> (C) Use one part of speech (noun, verb, pronoun, adjective, and preposition) in communication to convey information.	
<b>A.L.11-12.1.b</b> (A) Use digital, electronic, and other resources and tools to improve uses of language as needed.	<b>A.L.11-12.1.b</b> (B) Identify technology or written guides to resolve different usage of words, language or meanings of words.	<b>A.L.11-12.1.b</b> (C) Match devices that may be used for assistance in determining word pictures, objects or other symbols meaning.	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Type words into a document and use Spellcheck.</li> <li>Participate in field trip to writing lab.</li> <li>Identify accessible online writing tools for improved grammar (Grammarly, etc.)</li> <li>Use predicative text on cellular device to compose a message.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Adjective</li> <li>Grammar</li> <li>Noun</li> <li>Parts of speech</li> <li>Picture</li> <li>Preposition</li> <li>Pronoun</li> <li>Symbol</li> <li>Verb</li> <li>Word</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Brain Pop (brainpop.com)                             <ul style="list-style-type: none"> <li><a href="#">Parts Of Speech</a></li> <li><a href="#">Nouns</a></li> <li><a href="#">Verbs</a></li> <li><a href="#">Personal Pronouns</a></li> <li><a href="#">Adjectives</a></li> </ul> </li> <li>Teachnology (teach-nology.com)                             <ul style="list-style-type: none"> <li><a href="#">Parts of Speech Lesson Plans</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Language

CONCEPT: Conventions of Standard English

- Teachers First (teachersfirst.com)
  - [Tactile Parts of Speech](#)
- **Activities**
  - Place small items in a bag. Have students pick an item and use adjectives to describe how it feels (size, shape, etc.). Once removed from the bag, continue to build upon descriptive words (color, etc.)
  - Make a sensory wall for daily use and review of descriptive words.
  - Play “verb charades”.
- **Videos**
  - YouTube by To Fluency
    - [Spell Checker](#)
  - YouTube by Jack Hartman Kids Music Channel
    - [The Eight Parts of Speech](#)
    - [What is a Noun?](#)
    - [Action Verbs](#)

COURSE: Alternate English Elements 11th-12th

DOMAIN: Language

CONCEPT: Conventions of Standard English

Standard		Performance Objectives	
A.L.11-12.2 Demonstrate understanding of conventions of standard English.		A.L.11-12.2.a Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing. A.L.11-12.2.b Spell most high-frequency words correctly and apply knowledge of word chunks in spelling longer words.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.11-12.2.a (A) Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing.	A.L.11-12.2.a (B) Demonstrate two to three conventions of standard English including capitalization, ending punctuation, and spelling when writing.	A.L.11-12.2.a (C) Demonstrate one convention of standard English including capitalization, ending punctuation, and spelling when writing.	
A.L.11-12.2.b (A) Spell most high-frequency words correctly and apply knowledge of word chunks in spelling longer words.	A.L.11-12.2.b (B) Spell some high-frequency words correctly and apply knowledge of word chunks in spelling longer words.	A.L.11-12.2.b (C) Select high-frequency words correctly spelled.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Highlight high frequency words in a newspaper article.</li> <li>• Participate in a class or school spelling bee.</li> <li>• Use Spellcheck on computer to edit document.</li> <li>• Write full name with correct capitalization.</li> <li>• Write additional personal information using correct capitalization and punctuation (address, date of birth, etc.).</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Address</li> <li>• Capital letter</li> <li>• High frequency words</li> <li>• Name</li> <li>• Period</li> <li>• Punctuation</li> <li>• Question Mark</li> <li>• Spell</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Reading Rockets (readingrockets.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Print Awareness</a></li> <li>▪ <a href="#">High Frequency Words</a></li> <li>▪ <a href="#">Spelling</a></li> <li>▪ <a href="#">Word Walls</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>○ Label classroom objects and review daily.</li> <li>○ Create a word wall or individual word books and review daily.</li> <li>○ Use Dolch Sight Word List to create flashcards for daily review.</li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Language

CONCEPT: Conventions of Standard English

- **Videos**

- YouTube by Julie Jackson
  - [Interactive Word Walls](#)
- YouTube by Scratch Garden
  - [Punctuation Explained](#)

COURSE: Alternate English Elements 11th-12th

DOMAIN: Language

CONCEPT: Knowledge of Language

Standard		Performance Objectives	
A.L.11-12.3 Use language to achieve desired outcomes when communicating.		A.L.11-12.3.a Vary sentence structure using a combination of simple and compound sentence structures.	
<b>I Can Statements</b>			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.11-12.3.a (A) Vary sentence structure using a combination of simple and compound sentence structures.	A.L.11-12.3.a (B) Write a compound sentence.	A.L.11-12.3.a (C) Write a simple sentence.	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Use puzzle pieces to match subjects and verbs to complete a simple sentence.</li><li>• Write email to a friend.</li><li>• Write a thank you note.</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Compound</li><li>• Person</li><li>• Place</li><li>• Sentence</li><li>• Simple</li><li>• Subject</li><li>• Thing</li><li>• Verb</li><li>• Word</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>○ Scholastic (scholastic.com)<ul style="list-style-type: none"><li>▪ <a href="#">Writing Letters of Gratitude</a></li></ul></li><li>○ Brain Pop (brainpop.com)<ul style="list-style-type: none"><li>▪ <a href="#">Types of Sentences</a></li><li>▪ <a href="#">Sentences</a></li></ul></li></ul></li><li>• <b>Activities</b><ul style="list-style-type: none"><li>○ Create “who” and “do” charts: Have students write simple sentences by naming subjects and verbs.</li><li>○ Email the principal and ask for extra recess.</li><li>○ Send a thank you note to the school nurse during Nurse Appreciation week.</li></ul></li><li>• <b>Videos</b><ul style="list-style-type: none"><li>○ YouTube by Tiny Teaching Tube<ul style="list-style-type: none"><li>▪ <a href="#">Simple and Compound Sentences for Kids</a></li></ul></li><li>○ YouTube by Lashon Patterson<ul style="list-style-type: none"><li>▪ <a href="#">Thank You Note</a></li></ul></li><li>○ YouTube by Scratch Garden<ul style="list-style-type: none"><li>▪ <a href="#">The Sentence Song</a></li></ul></li></ul></li></ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
<b>A.L.11-12.4</b> Demonstrate knowledge of word meanings. <b>a.</b> Use context to determine the meaning of unknown words. <b>b.</b> Not applicable <b>c.</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. <b>d.</b> Not applicable		<b>A.L.11-12.4.a</b> Use context to determine the meaning of unknown words. <b>A.L.11-12.4.b</b> Not Applicable <b>A.L.11-12.4.c</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.L.11-12.4.a</b> (A) Use context to determine the meaning of unknown words.	<b>A.L.11-12.4.a</b> (B) Highlight and identify unknown words in a text.	<b>A.L.11-12.4.a</b> (C) Highlight an unknown word in a text.	
<b>A.L.11-12.4.b</b> (A) Not Applicable	<b>A.L.11-12.4.b</b> (B) Not Applicable	<b>A.L.11-12.4.b</b> (C) Not Applicable	
<b>A.L.11-12.4.c</b> (A) Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.	<b>A.L.11-12.4.c</b> (B) Consult two to three reference materials (dictionaries, online vocabulary supports) to clarify the meaning of two unfamiliar words encountered when reading.	<b>A.L.11-12.4.c</b> (C) Recall a reference source to locate unfamiliar words.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Use a dictionary to locate a word.</li> <li>• Use a thesaurus.</li> <li>• Access online reference supports.</li> <li>• Consult with librarian to locate and use reference materials.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Context</li> <li>• Dictionary</li> <li>• Highlight</li> <li>• Meaning</li> <li>• Online</li> <li>• Reference materials</li> <li>• Thesaurus</li> <li>• Vocabulary</li> <li>• Word</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Study.com               <ul style="list-style-type: none"> <li>▪ <a href="#">Meaning of Words</a></li> <li>▪ <a href="#">Dictionary Skills</a></li> <li>▪ <a href="#">Thesaurus</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>○ Race against teacher or classmates to find a given word in a glossary or dictionary.</li> </ul> </li> <li>• <b>Videos</b> <ul style="list-style-type: none"> <li>○ YouTube by Turtlediary</li> </ul> </li> </ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- [How to Use a Dictionary](#)
- YouTube by eSpark
  - [Unknown Words](#)
- YouTube by Sparkley Barkley
  - [Reference Materials](#)



COURSE: Alternate English Elements 11th-12th

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
A.L.11-12.5 Demonstrate understanding of word relationships and use. a. Identify real life connections between words and their use. b. Not applicable		A.L.11-12.5.a Identify real life connections between words and their use.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.11-12.5.a (A) Identify real life connections between words and their use.		A.L.11-12.5.a (B) Discuss real life connections between words and their use.	A.L.11-12.5.a (C) Match a word to its use.
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Play “charades” to act out word meanings for classmates.</li><li>• Participate in a “taste test” and connect to an appropriate description (sweet, sour, spicy, bitter, etc.).</li><li>• Go on a scavenger hunt to locate items or places (library, restroom, bus, napkin, etc.) in order to connect to real life use.</li><li>• Recount a real-life event (bus ride home, trip to relative’s house, etc.)</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Connection</li><li>• Meaning</li><li>• Real life</li><li>• Relationship</li><li>• Word</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>○ Study.com<ul style="list-style-type: none"><li>▪ <a href="#">Making Real Life Connections Between Words and Their Use</a></li></ul></li><li>○ CPALMS (cpalms.org)<ul style="list-style-type: none"><li>▪ <a href="#">Understanding of Word Relationships</a></li></ul></li></ul></li><li>• <b>Activities</b><ul style="list-style-type: none"><li>○ Sort items by same and different attributes.</li><li>○ Play synonym or antonym bingo.</li></ul></li><li>• <b>Videos</b><ul style="list-style-type: none"><li>○ YouTube by Michael Ginicola<ul style="list-style-type: none"><li>▪ <a href="#">Scavenger Hunt</a></li></ul></li><li>○ YouTube by Axelson Academy<ul style="list-style-type: none"><li>▪ <a href="#">Vocabulary Connections</a></li></ul></li></ul></li></ul>			

COURSE: Alternate English Elements 11th-12th

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
A.L.11-12.6 Use general academic and domain-specific words and phrases across contexts.		A.L.11-12.6.a Use general academic and domain-specific words and phrases across contexts.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.11-12.6.a (A) Use general academic and domain-specific words and phrases across contexts.	A.L.11-12.6.a (B) Use two to three domain-specific words correctly.	A.L.11-12.6.a (C) Use one domain-specific word correctly.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Use a dictionary to look up a word and its definition.</li> <li>• Make a “word book” for each subject area.</li> <li>• Use the glossary in the textbook to locate domain-specific vocabulary.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Domain</li> <li>• Meaning</li> <li>• Specific</li> <li>• Subject area</li> <li>• Word</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>○ Better Lesson (betterlesson.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">Academic Words to Know</a></li> </ul> </li> <li>○ Study.com           <ul style="list-style-type: none"> <li>▪ <a href="#">Teaching Academic &amp; Domain Specific Words &amp; Phrases</a></li> </ul> </li> </ul> </li> <li>• <b>Videos</b> <ul style="list-style-type: none"> <li>○ YouTube by Joe Cabrera           <ul style="list-style-type: none"> <li>▪ <a href="#">Context Clues to Define Domain Specific Words</a></li> </ul> </li> <li>○ YouTube by Turtlediary           <ul style="list-style-type: none"> <li>▪ <a href="#">Dictionary</a></li> </ul> </li> <li>○ YouTube by McGraw-Hill           <ul style="list-style-type: none"> <li>▪ <a href="#">Building Vocabulary</a></li> </ul> </li> </ul> </li> </ul>			

## Appendix A: Vocabulary

- [CPALMS Language Arts Access Points](#): CPALMS is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida's official source for standards information and course descriptions.
- [CAST UDL Exchange](#): CAST is a nonprofit education research and development organization that works to expand learning opportunities for all individuals through Universal Design for Learning. CAST.org is a place to browse and build resources, lessons and collections. You can use and share these materials to support instruction guided by the UDL principles.
- [UNC Center for Literacy and Disability Studies](#): University of North Carolina School of Medicine Department of Allied Health Sciences Center for Literacy and Disability Studies – a website designed to improve instruction to address the literacy learning needs of persons with disabilities of all ages.
- [Washington English Language Arts Access Point Frameworks 2019-2020](#): Washington Access to Instruction and Measurement English Language Arts Access Point Frameworks 2019–2020. The Access Point Frameworks expand upon the learning standards to provide students with significant cognitive challenges greater access to the standards via a continuum of complexity.
- [Literacy for Children with Combined Vision and Hearing Loss](#): The site is designed to provide information and resources for teaching and working with children who have complex learning challenges, specifically for individual state deaf-blind projects, teachers, family members and related service providers interested in beginning or enhancing literacy instruction for children who have combined vision and hearing loss.
- [National and State Collaborative Wiki](#): The National Center and State Collaborative (NCSC) is a project led by five centers and 24 states, building an alternate assessment based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities. The Wiki site offers curriculum and instructional resources, sample items, communication tools kits, etc.

## Appendix B: English Language Arts Glossary of Terms

**Add:** To join (something) to something else in order to increase the size, number, or amount

**Address:** The particulars of the place where someone lives, or an organization is situated

**Adjective:** Word or phrase naming an attribute that is added to or grammatically related to a noun in order to modify or describe it

**Agree:** To have the same opinion about something; concur

**Alike:** Two or more subjects that are similar to each other

**Alternate ending:** An ending of a story that was considered or even written (and, in the cases of film and television, filmed), but ultimately discarded in favor of another resolution.

**Ambiguous:** Language open to more than one interpretation; having a double meaning

**American:** A native or inhabitant of the U.S.: a U.S. citizen; of or relating to the U.S. or its possessions or original territory

**Application:** A formal request to an authority for something

**Appropriate:** Suitable or proper in the circumstances

**Argue:** To give reasons or cite evidence in support of an idea, action, or theory, typically with the aim of persuading others to share one's view

**Argument:** An exchange of diverging or opposite views, typically a heated or angry one

**Audience:** The assembled spectators or listeners at a public event, such as a play, movie, concert, or meeting

**Audio:** Sound, especially when recorded, transmitted, or reproduced

**Author:** A writer of a book, article, or report

**Author's purpose:** The reason for creating written work

**Beat:** A main accent or rhythmic unit in music or poetry.

**Beginning:** The point in time or space at which something starts

**Blog:** A discussion or informational website published on the World Wide Web consisting of discrete, often informal, diary-style text entries. Posts are typically displayed in reverse chronological order, so that the most recent post appears first, at the top of the web page.

**Book:** A written or printed work consisting of pages glued or sewn together along one side and bound in covers

**Capital letter:** A letter of the size and form used to begin sentences and names

**Caption:** A title or brief explanation appended to an article, illustration, cartoon, or poster

**Central idea:** A universal truth or theme that is built and supported by the setting and characters in a story. The central idea is typically implied in the narrative through the experiences of the characters, as well as the interactions and conflicts that they face in the story. The events that take place and the character's thoughts and emotions that occur as a result of these experiences may serve as metaphors or catalysts that reflect the story's central idea.

**Chapter:** A main division of a book, typically with a number or title

**Character:** A person in a novel, play, or movie

**Checklist:** A list of items required, things to be done, or points to be considered, used as a reminder

**Chore:** A routine task, especially a household one

**Cite:** To quote (a passage, book, or author) as evidence for or justification of an argument or statement, especially in a scholarly work

**Claim:** To state or assert that something is the case, typically without providing evidence or proof

**Comic strip:** A sequence of drawings in boxes that tell an amusing story, typically printed in a newspaper or comic book

**Compare:** To estimate, measure, or note the similarity or dissimilarity between

**Compound:** Made up of or consisting of two or more existing parts or elements

**Computer:** An electronic device for storing and processing data, typically in binary form, according to instructions given to it in a variable program

**Conclusion:** The end or finish of an event or process

**Connection:** A relationship in which a person, thing, or idea is linked or associated with something else

**Con:** The argument, position, arguer, or voter against something

**Context:** The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood and assessed

**Contrast:** The state of being strikingly different from something else in juxtaposition or close association

**Conversation:** A talk, especially an informal one, between two or more people, in which news and ideas are exchanged

**Counterclaim:** A claim made to rebut a previous claim

**Credit:** To give an author/researcher the recognition for their work as in giving them credit..

**Decision:** A conclusion or resolution reached after consideration

**Delete:** To remove or obliterate (written or printed matter), especially by drawing a line through it or marking it with a delete sign

**Detail:** An individual feature, fact, or item

**Diary:** A book in which one keeps a daily record of events and experiences

**Dictionary:** A book or electronic resource that lists the words of a language (typically in alphabetical order) and gives their meaning, or gives the equivalent words in a different language, often also providing information about pronunciation, origin, and usage

**Differences:** A point or way in which people or things are not the same

**Digital:** Signals or data expressed as series of the digits 0 and 1, typically represented by values of a physical quantity such as voltage or magnetic polarization; often contrasted with analog

**Disagree:** To have or express a different opinion

**Discrepancy:** A lack of compatibility or similarity between two or more facts

**Discuss:** To talk about (something) with another person or group of people

**Documents:** A piece of written, printed, or electronic matter that provides information or evidence or that serves as an official record

**Domain:** An area of territory owned or controlled by a ruler or government

**Drama:** A play for theater, radio, or television

**Edit:** To prepare (written material) for publication by correcting, condensing, or otherwise modifying it; a part or aspect of something abstract, especially one that is essential or characteristic

**Email:** Messages distributed by electronic means from one computer user to one or more recipients via a network

**Emphasis:** Special importance, value, or prominence given to something

**End:** The last part; coming to a conclusion

**Evaluate:** Form an idea of the amount, number, or value of; assess

**Event:** A thing that happens, especially one of importance

**Evidence:** The available body of facts or information indicating whether a belief or proposition is true or valid

**Fact:** A thing that is known or proved to be true

**Feedback:** Information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement

**Fiction:** Literature in the form of prose, especially short stories and novels, that describes imaginary events and people

**Figurative language:** Refers to language that deviates from the conventional meaning in order to convey a complicated meaning, add color or clarity to writing, or provide evocative comparison.

**Folktale:** A story originating in popular culture, typically passed on by word of mouth

**Formal:** Done in accordance with rules of convention or etiquette; suitable for or constituting an official or important situation or occasion

**Friendly:** Kind and pleasant

**Genre:** A category of artistic composition, as in music or literature, characterized by similarities in form, style, or subject matter

**Goal:** The object of a person's ambition or effort; an aim or desired result

**Grammar:** The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics

**Graphics:** The products of the graphic arts, especially commercial design or illustration

**Greeting:** A polite word or sign of welcome or recognition

**Hashtag:** A word or phrase preceded by a hash sign (#), used on social media websites and applications, especially Twitter, to identify messages on a specific topic

**Heading:** A title at the head of a page or section of a book

**High frequency words:** Words which occur most frequently in written material, for example, "and," "the," "as," and "it." They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence. Some of the high frequency words can be sounded out using basic phonic rules, e.g. "it" is an easy word to read using phonics. However, many of the high frequency words are not phonically regular and are therefore hard to read in the early stages. These words are sometimes called tricky words, sight words or camera words. In addition to being difficult to sound out, most of the high frequency words have a rather abstract meaning which is hard to explain to a child. It's easy to learn words like "cat" and "house" because they can easily be related to a real object or a picture, but how do you represent the word "the" or "of"?

**Highlight:** An outstanding part of an event or period of time; to pick out and emphasize

**Historical:** Of or concerning history; concerning past events

**Idea:** A thought or suggestion as to a possible course of action

**Illustrate:** To provide (a book, newspaper, etc.) with pictures.

**Individual:** Single; separate

**Inferred:** To deduce or conclude (information) from evidence and reasoning rather than from explicit statements

**Informal:** Having a relaxed, friendly, or unofficial style, manner, or nature

**Information:** Knowledge obtained from investigation, study, or instruction

**Internet:** An electronic communications network that connects computer networks and organizational computer facilities around the world; used with the except when being used attributively

**Introduction:** The action of providing an opening explanation for something; to make someone known by name to another in person

**Investigate:** To carry out a systematic or formal inquiry to discover and examine the facts of (an incident, allegation, etc.) in order to establish the truth

**Irrelevant:** Not connected with or related to something

**Job:** A paid position of regular employment

**Journal:** A newspaper or magazine that deals with a particular subject or professional activity

**Key words:** Significant or descriptive words in a narrative or text

**Keyword:** A word or concept of great significance

**Letter:** A character representing one or more of the sounds used in speech; any of the symbols of an alphabet

**Library:** A building or room containing collections of books, periodicals, and sometimes films and recorded music for people to read, borrow, or refer to

**Listen:** To give one's attention to a sound or speech

**Literary work:** The work of a writer; anything expressed in letters of the alphabet (especially when considered from the point of view of style and effect); "the writing in her novels is excellent"; "that editorial was a fine piece of writing."

**Literature:** Written works, especially those considered of superior or lasting artistic merit

**Magazine:** A periodical publication containing articles and illustrations, typically covering a particular subject or area of interest

**Main idea:** The most important or central thought of a paragraph or larger section of text, which tells the reader what the text is about

**Meaning:** A statement or description of exactly the nature, scope, or meaning of something

**Media:** The main means of mass communication (broadcasting, publishing, and the internet) regarded collectively

**Middle:** The point or position at an equal distance from the sides, edges, or ends of something

**Name:** A word or a combination of words by which a person, place, thing, body, class, or any object of thought is designated, called, or known

**Narrative:** A spoken or written account of connected events; a story



**Narrator:** A person who narrates something, especially a character who recounts the events of a novel or narrative poem

**Newspaper:** A periodical publication containing written information about current events that is often typed in black ink with a white or gray background. Newspapers can cover a wide variety of fields such as politics, business, sports and art, and often include materials such as opinion columns, weather forecasts, reviews of local services, obituaries, birth notices, crosswords, editorial cartoons, comic strips, and advice columns.

**Nonfiction:** Prose writing that is based on facts, real events, and real people, such as biography or history

**Note taking:** The practice of writing down or otherwise recording key points of information. It's an important part of the research process. Notes taken on class lectures or discussions may serve as study aids, while notes taken during an interview may provide material for an essay, article, or book.

**Noun:** A word (other than a pronoun) used to identify any of a class of people, places, or things (common noun), or to name a particular one of these (proper noun)

**Online:** Connected to, served by, or available through a system and especially a computer or telecommunications system (such as the Internet)

**Opinion:** A view or judgment formed about something, not necessarily based on fact or knowledge

**Order:** The arrangement or disposition of people or things in relation to each other according to a particular sequence, pattern, or method

**Paragraph:** A distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering

**Part:** A piece or segment of something such as an object, activity, or period of time, which combined with other pieces makes up the whole

**Parts of speech:** A category of words (or, more generally, of lexical items) that have similar grammatical properties. Words that are assigned to the same part of speech generally display similar syntactic behavior—they play similar roles within the grammatical structure of sentences—and sometimes similar morphology in that they undergo inflection for similar properties.

**Peer:** A person of the same age, status, or ability as another specified person

**Period:** A length or portion of time

**Person:** Human, individual

**Phrase:** Any group of words, often carrying a special idiomatic meaning; in this sense it is synonymous with expression. In linguistic analysis, a phrase is a group of words (or possibly a single word) that functions as a constituent in the syntax of a sentence, a single unit within a grammatical hierarchy. A phrase typically appears within a clause, but it is possible also for a phrase to be a clause or to contain a clause within it. There are also types of phrases like noun phrase and prepositional phrase.

**Picture:** A design or representation made by various means (such as painting, drawing, or photography)

**Picture card:** An illustrated card, used in especially in games and for educational purposes

**Place:** A particular position or point in space (e.g., location, site, spot, scene, setting, region, etc.)

**Plan:** A detailed proposal for doing or achieving something; to decide on an arrange in advance

**Play:** A dramatic composition or piece; drama; a dramatic performance, as on the stage; to represent (a character) in a theatrical performance or a film

**Plot:** The main events of a play, novel, movie, or similar work, devised and presented by the writer as an interrelated sequence

**Poem:** A form of literature that uses aesthetic and often rhythmic qualities of language—such as sound symbolism, and metre—to evoke meanings in addition to, or in place of, the prosaic ostensible meaning

**Point of view:** A particular attitude or way of considering a matter

**Preposition:** A word governing, and usually preceding, a noun or pronoun and expressing a relationship to another word or element in the clause, as in “the man on the platform,” “she arrived after dinner,” “what did you do it for?”

**Present:** The period of time now occurring

**Presentation:** The process of presenting a topic to an audience. It is typically a demonstration, introduction, lecture, or speech meant to inform, persuade, inspire, motivate, or to build good will or to present a new idea or product.

**Problem solve:** The process or act of finding a solution to a problem

**Product review:** An evaluation of something (e.g., publication review, book review, movie review, video game review, music review, etc.)

**Project:** An individual or collaborative enterprise that is carefully planned to achieve a particular aim

**Pronoun:** A word that can function by itself as a noun phrase and that refers either to the participants in the discourse (e.g., I, you) or to someone or something mentioned elsewhere in the discourse (e.g., she, it, this)

**Pros:** An argument or consideration in favor of something: weighing the pros and cons

**Publish:** To prepare and issue (a book, journal, piece of music, etc.) for public sale, distribution, or readership.

**Punctuation:** The marks, such as period, comma, and parentheses, used in writing to separate sentences and their elements and to clarify meaning

**Purpose:** The reason for which something is done or created or for which something exists

**Question:** A sentence worded or expressed in order to elicit information

**Question Mark:** A punctuation mark that indicates an interrogative clause or phrase in many languages. The question mark is not used for indirect questions. The question mark glyph is also often used in place of missing or unknown data.

**Quote:** To repeat or emphasize the words that someone else has said or written

**Radio:** The technology of signaling and communicating using radio waves

**Read:** Look at and comprehend the meaning of (written or printed matter) by mentally interpreting the characters or symbols of which it is composed

**Real life:** Life as it is lived in reality, involving unwelcome as well as welcome experiences, as distinct from a fictional world

**Reason:** A cause, explanation, or justification for an action or event

**Reference materials:** Controls or standards used to check the quality information, products, standards, etc.

**Relationship:** The way in which two or more concepts, objects, or people are connected, or the state of being connected

**Relevant:** Closely connected or appropriate to what is being done or considered

**Repeat:** To say again something one has already said

**Research:** The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions

**Resource:** A stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively

**Respond:** To make a reply or to answer

**Revise:** Re-examine and make alterations to (written or printed matter)

**Rhyme:** One of two or more words corresponding in sound; a composition in verse that rhymes

**Rhythm:** A strong, regular, repeated pattern of movement or sound

**Riddle:** A statement, question, or phrase having a double or veiled meaning, put forth as a puzzle to be solved

**Right:** Morally good, justified, or acceptable

**Routine:** A sequence of actions regularly followed; a fixed program

**Rubric:** An authoritative rule; something under which a thing is classed. A heading of a part of a book or manuscript done or underlined in a color (such as red) different from the rest; a guide listing specific criteria for grading or scoring academic papers, projects, or tests

**Rule:** A set of explicit or understood regulations or principles governing conduct within a particular activity or sphere

**Same:** Resembling in every relevant respect

**Sentence:** A set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses

**Sequential order:** Having a systematic arrangement; especially having elements succeeding in order according to rule; in regular succession without gaps

**Serious:** A subject, state, or activity demanding careful consideration or application

**Setting:** The place or type of surroundings where something is positioned or where an event takes place

**Shared:** Used, done, belonging to, or experienced by two or more individuals

**Sides:** A position to the left or right of an object, place, or central point

**Signature:** A handwritten (and often stylized) depiction of someone's name, nickname, or even a simple "X" or other mark that a person writes on documents as a proof of identity and intent

**Similarities:** The state or fact of being similar

**Simple:** Free from elaboration or figuration; not limited or restricted; readily understood or performed; one component of a complex

**Simple sentence:** A sentence consisting of only one clause, with a single subject and predicate

**Smart board:** A large interactive display in the form factor of a whiteboard. It can either be a standalone touchscreen computer used independently to perform tasks and operations, or a connectable apparatus used as a touchpad to control computers from a projector. They are used in a variety of settings, including classrooms at all levels of education, in corporate board rooms and work groups, in training rooms for professional sports coaching, in broadcasting studios, and others.

**Song:** A musical composition intended to be vocally performed by the human voice. This is often done at distinct and fixed pitches using patterns of sound and silence. Songs contain various forms, such as those including the repetition and variation of sections.

**Source:** A place, person, or thing from which something comes or can be obtained

**Speak:** To utter words or articulate sounds with the ordinary voice

**Speaker:** A person who speaks

**Specific:** Clearly defined or identified

**Spell:** To write or name the letters that form (a word) in correct sequence

**Story:** An account of imaginary or real people and events told for entertainment

**Subject:** A person or thing that is being discussed, described, or dealt with

**Subject area:** A branch of knowledge (e.g., reading, math, science, etc.)

**Suggestion:** An idea or plan put forward for consideration.

**Summary:** A brief statement or account of the main points of something

**Symbol:** A mark or character used as a conventional representation of an object, function, or process, e.g. the letter or letters standing for a chemical element or a character in musical notation

**Synonym:** A word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example *shut* is a synonym of *close*

**Table of contents:** A list of the parts of a book or document organized in the order in which the parts appear.

**Task:** A piece of work to be done or undertaken

**Technology:** The sum of techniques, skills, methods, and processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigation. Technology can be the knowledge of techniques, processes, and the like, or it can be embedded in machines to allow for operation without detailed knowledge of their workings

**Television:** A system for transmitting visual images and sound that are reproduced on screens, chiefly used to broadcast programs for entertainment, information, and education

**Terms:** A word or phrase used to describe a thing or to express a concept, especially in a particular kind of language or branch of study

**Text:** Any object that can be "read," whether this object is a work of literature, a street sign, an arrangement of buildings on a city block, or styles of clothing. It is a coherent set of signs that transmits some kind of informative message.

**Theme:** The subject of a talk, a piece of writing, a person's thoughts, or an exhibition; a topic

**Thesaurus:** A reference work for finding synonyms and sometimes antonyms of words. Synonym dictionaries have a long history. The word 'thesaurus' was used in 1852 by Peter Mark Roget for his *Roget's Thesaurus*, which groups words in a hierarchical taxonomy of concepts, but others are organized alphabetically or in some other way.

**Thing:** An object that one need not, cannot, or does not wish to give a specific name to

**Timeframe:** A period of time, especially a specified period in which something occurs or is planned to take place

**Title:** The name of a book, composition, or other artistic work

**Tone:** An attitude of a writer toward a subject or an audience. Tone is generally conveyed through the choice of words, or the viewpoint of a writer on a particular subject.

**Tools:** An object used to extend the ability of an individual to modify features of the surrounding environment

**Topic:** A matter dealt with in a text, discourse, or conversation; a subject

**Turn taking:** A type of organization in conversation and discourse where participants speak one at a time in alternating turns. In practice, it involves processes for constructing contributions, responding to previous comments, and transitioning to a different speaker, using a variety of linguistic and non-linguistic cues.

**Unclear:** Not easy to see, hear, or understand

**Update:** Make (something) more modern or up to date

**Venn diagram:** A diagram representing mathematical or logical sets pictorially as circles or closed curves within an enclosing rectangle (the universal set), common elements of the sets being represented by the areas of overlap among the circles

**Verb:** A word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence, such as hear, become, happen

**Video:** An electronic medium for the recording, copying, playback, broadcasting, and display of moving visual media. Video was first developed for mechanical television systems, which were quickly replaced by cathode ray tube (CRT) systems which were later replaced by flat panel displays of several types.

**Vocabulary:** A list or collection of words or of words and phrases usually alphabetically arranged and explained or defined

**Web site:** Collection of web pages and related content that is identified by a common domain name and published on at least one web server

**Word:** A speech sound or series of speech sounds that symbolizes and communicates a meaning, usually without being divisible into smaller units capable of independent use

**Write:** To mark (letters, words, or other symbols) on a surface, typically paper, with a pen, pencil, or similar implement.

**Writing:** The activity or skill of marking coherent words on paper and composing