

# 2014/16 WYOMING ENGLISH LANGUAGE ARTS EXTENDED STANDARDS AND ACHIEVEMENT DESCRIPTORS FOR KINDERGARTEN

2012 WyCPS ELA Standards	2014 Wyoming Content Extended Standards <small>EE = Essential Element</small>	Instructional Achievement Level Descriptors
<b>Reading (Literature)</b>		
<b>Key Ideas and Details.</b>		
<p><b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in a text.</p>	<p><b>EERL.K.1.</b> With prompting and support, identify details in a familiar story.</p>	<p><b>Level IV Students will:</b>  <b>EERL.K.1.</b> With prompting and support, identify key details in a familiar story.  <i>Ex.</i> With prompting and support, signal to indicate when a detail is read aloud in a familiar story during shared reading.  <i>Ex.</i> After a shared reading of a familiar book (e.g., <i>The Napping House</i>), identify a key detail (e.g., “Who broke the bed?”).</p> <p><b>Level III Students will:</b>  <b>EERL.K.1.</b> With prompting and support, identify details in a familiar story.  <i>Ex.</i> With prompting and support (e.g., The teacher reminds the student to think about what the story told us about the character’s home.), identify a detail from a familiar story given a variety of choices.  <i>Ex.</i> With prompting and support, turn to the part of a book where a detail is written about or depicted in the illustrations.</p> <p><b>Level II Students will:</b>  <b>EERL.K.1.</b> With prompting and support, identify a favorite detail in a familiar story.  <i>Ex.</i> With prompting and support, identify a picture in a familiar story that is related to a personal experience (e.g., The story includes a dog, and the student has a dog.).</p> <p><b>Level I Students will:</b>  <b>EERL.K.1.</b> With prompting and support, attend to pictures or objects related to a familiar story.  <i>Ex.</i> Look at the pictures in a book that is being read.  <i>Ex.</i> Touch related objects or tactual illustrations in a book while it is being read.</p>
<p><b>RL.K.2.</b> With prompting and support, retell familiar stories, including key details.</p>	<p><b>EERL.K.2.</b> With prompting and support, retell the main events in a familiar story.</p>	<p><b>Level IV Students will:</b>  <b>EERL.K.2.</b> With prompting and support, retell the main events in a familiar story with some key details.  <i>Ex.</i> With prompting and support (e.g., Remind the student to remember the terrible thing that happened in the story.), identify a problem (e.g., The boat sank.), and give some key details (e.g., There were too many people. There was a storm.).</p> <p><b>Level III Students will:</b>  <b>EERL.K.2.</b> With prompting and support, retell the main events in a familiar story.  <i>Ex.</i> With prompting and support, indicate major events in a familiar story given a variety of choices.  <i>Ex.</i> With prompting and support, point to major events as they appear in a familiar story while it is being read.  <i>Ex.</i> Use a voice output communication device to say, “That sounds important,” when major events are read aloud during shared reading.</p>

		<p><b>Level II Students will:</b>  <b>EERL.K.2.</b> With prompting and support, retell one event in a familiar story.  <i>Ex.</i> With prompting and support, select from a variety of objects or pictures to identify an event in a familiar story.</p> <p><b>Level I Students will:</b>  <b>EERL.K.2.</b> With prompting and support, attend to the retelling of a familiar story.  <i>Ex.</i> Student accesses the retelling of a familiar story at their ability level (e.g., eye gaze, gesture, vocalization, or use of an augmentative communication device).</p>
<p><b>RL.K.3.</b> With prompting and support, identify characters, settings, and major events in a story.</p>	<p><b>EERL.K.3.</b> With prompting and support, identify characters and settings in a familiar story.</p>	<p><b>Level IV Students will:</b>  <b>EERL.K.3.</b> With prompting and support, identify characters, settings, and major events in a familiar story.  <i>Ex.</i> Identify or point to characters as they appear in a familiar story when asked (e.g., “Show me ____.” or “Who was the character that ____?”).  <i>Ex.</i> Draw pictures of the characters, settings, and major events in a familiar story without using the book.</p> <p><b>Level III Students will:</b>  <b>EERL.K.3.</b> With prompting and support, identify characters and settings in a familiar story.  <i>Ex.</i> Using a familiar story (e.g., <i>Pancakes for Breakfast</i>), signal to identify characters (e.g., Point to an illustration of the old lady when asked.).  <i>Ex.</i> Point to an illustration of a setting (e.g., the old lady’s kitchen in <i>Pancakes for Breakfast</i> when asked, “Where is she?”).</p> <p><b>Level II Students will:</b>  <b>EERL.K.3.</b> With prompting and support, identify an illustration that shows a character in a familiar story.  <i>Ex.</i> Given a picture card of a character from a story, find the matching picture in the story.</p> <p><b>Level I Students will:</b>  <b>EERL.K.3.</b> With prompting and support, recognize people or places that appear in a familiar story.  <i>Ex.</i> Identify themselves using speech or a gesture when the teacher reads a book made by the class that features the student.  <i>Ex.</i> Identify family members in a familiar, teacher-created text about the student’s family.  <i>Ex.</i> Hold up a stick puppet that matches a character in the story when the reader mentions that character’s name.</p>
<p><b>Craft and Structure.</b></p> <p><b>RL.K.4.</b> Ask and answer questions about unknown words in a text.</p>	<p><b>EERL.K.4.</b> Identify unknown words in a text.</p>	<p><b>Level IV Students will:</b>  <b>EERL.K.4.</b> Ask or answer questions about unknown words in a text.  <i>Ex.</i> Use a voice output communication device to ask, “What does that mean?” when a teacher reads an unknown word in text.  <i>Ex.</i> Ask, “What’s that word?” when an unknown word is read during shared reading.</p> <p><b>Level III Students will:</b>  <b>EERL.K.4.</b> Identify unknown words in a text.  <i>Ex.</i> Use a voice output communication device to ask, “What does that mean?” in response to an extended pause after a teacher reads an unknown word.  <i>Ex.</i> Signal when an unknown word is heard during shared reading (e.g., Before listening to a text, the teacher will give direction to signal [using speech, vocalization, pictures, gesture, or switch] when an unknown word is read.).</p> <p><b>Level II Students will:</b>  <b>EERL.K.4.</b> Identify familiar words in a text.  <i>Ex.</i> Signal (using preferred communication) when a familiar word is heard.</p>

		<p><b>Level I Students will:</b>  <b>EERL.K.4.</b> Recognize personally-relevant words in a text.  <i>Ex.</i> Hand the teacher a picture symbol reflecting a familiar word from a familiar text when prompted (e.g., “Give me ____?”).  <i>Ex.</i> Use a single message voice output device to say a familiar word used during a shared reading of a familiar book when given a visual prompt (e.g., The teacher points to the device.).</p>
<p><b>RL.K.5.</b> Recognize common types of texts (e.g., storybooks, poems).</p>	<p><b>EERL.K.5.</b> Recognize and identify familiar texts (e.g., storybooks, classroom stories).</p>	<p><b>Level IV Students will:</b>  <b>EERL.K.5.</b> Recognize common types of texts (e.g., storybooks, poems).  <i>Ex.</i> Get a storybook from the bookshelf when the teacher asks.</p> <p><b>Level III Students will:</b>  <b>EERL.K.5.</b> Recognize and identify familiar texts (e.g., storybooks, classroom stories).  <i>Ex.</i> Distinguish a familiar book from an unfamiliar book when given two choices.  <i>Ex.</i> Get a familiar book from the bookshelf when the teacher asks (e.g., Before a shared reading, the teacher asks the student, “Can you get ‘Brown Bear, Brown Bear’ for me?”).</p> <p><b>Level II Students will:</b>  <b>EERL.K.5.</b> Choose a familiar text.  <i>Ex.</i> Recognize a favored, familiar text from a variety of choices (e.g., The teacher says, “Show me your book about swimming.”).</p> <p><b>Level I Students will:</b>  <b>EERL.K.5.</b> Choose a favorite book for shared reading.  <i>Ex.</i> Select a favorite text from a choice of two presented by the teacher.</p>
<p><b>RL.K.6.</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><b>EERL.K.6.</b> With prompting and support, identify the author and illustrator of a story.</p>	<p><b>Level IV Students will:</b>  <b>EERL.K.6.</b> With prompting and support, identify the author or illustrator of a story and explain how they help tell the story.  <i>Ex.</i> After a shared reading, point to the name of the illustrator and author of the book. Then, point to an illustration (e.g., a picture of a dog running away), and explain what the picture shows (e.g. The dog is gone.).</p> <p><b>Level III Students will:</b>  <b>EERL.K.6.</b> With prompting and support, identify the author and illustrator of a story.  <i>Ex.</i> Point to the name of the person who wrote the story.  <i>Ex.</i> Point to the name of the person who created the pictures for the story.</p> <p><b>Level II Students will:</b>  <b>EERL.K.6.</b> With prompting and support, identify an illustration or a word in a story.  <i>Ex.</i> Point to words or illustrations when asked (e.g., When shown a book that has an illustration on one side and words on the other, the student will point to the words or illustration when asked.).</p> <p><b>Level I Students will:</b>  <b>EERL.K.6.</b> With prompting and support, attend to relevant illustrations and words in a story.  <i>Ex.</i> Student touches a ball (the object) when they see an illustration of a ball in a book.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RL.K.7.</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an</p>	<p><b>EERL.K.7.</b> With prompting and support, match an illustration with the part of the story it depicts.</p>	<p><b>Level IV Students will:</b>  <b>EERL.K.7.</b> With prompting and support, connect multiple illustrations with the parts of a story they depict.  <i>Ex.</i> Connect an illustration (e.g., pictures of water and a sandcastle) with the event that it describes (e.g., It rained and washed away the sand castle.).</p>

<p>illustration depicts).</p>		<p><i>Ex.</i> As a class, write sentences to match pictures in a graphic novel.</p> <p><b>Level III Students will:</b>  <b>EERL.K.7.</b> With prompting and support, match an illustration with the part of the story it depicts.  <i>Ex.</i> Match pictures of characters with characters' names.  <i>Ex.</i> Match a picture of the setting with the description of the setting provided in the story.</p> <p><b>Level II Students will:</b>  <b>EERL.K.7.</b> With prompting and support, identify an illustration in a familiar story.  <i>Ex.</i> When given choices, recognize an illustration (e.g., a cabin in the snow or letters by a palm tree) from a familiar story (e.g., <i>Chicka Chicka Boom Boom</i>).</p> <p><b>Level I Students will:</b>  <b>EERL.K.7.</b> With prompting and support, interact with illustrations in a familiar story.  <i>Ex.</i> Interact with puppets that relate to a story being read during shared reading.  <i>Ex.</i> Explore tactual information on the page of an adapted storybook that is read aloud.</p>
<p><b>RL.K.8.</b> (Not applicable to literature)</p>	<p><b>EERL.K.8.</b> (Not applicable to literature)</p>	<p><b>EERL.K.8.</b> (Not applicable to literature)</p>
<p><b>RL.K.9.</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p><b>EERL.K.9.</b> With prompting and support, compare and answer a question about similar characters in a familiar story.</p>	<p><b>Level IV Students will:</b>  <b>EERL.K.9.</b> With prompting and support, compare, contrast, and answer questions about characters in familiar stories.  <i>Ex.</i> Identify the character in a story and answer questions about the adventures they experienced in a story.  <i>Ex.</i> List one or more experiences of a character in a story and compare them with another character.</p> <p><b>Level III Students will:</b>  <b>EERL.K.9.</b> With prompting and support, compare and answer a question about similar characters in a familiar story.  <i>Ex.</i> Identify one experience of a character in a story (e.g., In <i>Who Sank the Boat</i>, tell which character got in the boat, fell out of the boat, got mad, etc.) and compare the experience with another character.</p> <p><b>Level II Students will:</b>  <b>EERL.K.9.</b> With prompting and support, match characters with a familiar story.  <i>Ex.</i> Select illustrations from a familiar story that show the characters (e.g., Select an illustration of the pig in the bath in <i>Mrs. Wishy Washy's Farm</i>).  <i>Ex.</i> Turn to a page in the book that matches a given character.</p> <p><b>Level I Students will:</b>  <b>EERL.K.9.</b> With prompting and support, point to one character in a familiar story.  <i>Ex.</i> Touch a picture or object when a character (e.g., the granny) appears in a familiar book (e.g., <i>The Napping House</i>).</p>
<p><b>Range of Reading and Level of Text Complexity.</b></p> <p><b>RL.K.10.</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>EERL.K.10.</b> Actively engage in reading group activities.</p>	<p><b>Level IV Students will:</b>  <b>EERI.K.10.</b> Actively engage in reading group activities with purpose and understanding.  <i>Ex.</i> Actively engage in a shared reading group activity around a storybook or poem with purpose and understanding (e.g., Student asks and answers questions.).</p>

		<p><b>Level III Students will:</b>  <b>EERI.K.10.</b> Actively engage in reading group activities.  <i>Ex.</i> Actively engage (e.g., recite a repeated line when prompted) in a shared reading group activity around a storybook or poem.</p> <p><b>Level II Students will:</b>  <b>EERI.K.10.</b> Engage in a small group reading activity.  <i>Ex.</i> Look or listen for prompts in a familiar story and respond (e.g., While reading <i>City Mouse-Country Mouse</i> by John Wallner, clap each time country mouse appears.).</p> <p><b>Level I Students will:</b>  <b>EERI.K.10.</b> Attend to a small group reading activity.  <i>Ex.</i> Student participates in shared reading of a familiar story at their ability level (e.g., eye gaze, gesture, vocalization, or use of an augmentative communication device).</p>
<b>Reading (Informational Text)</b>		
<p><b>Key Ideas and Details.</b></p> <p><b>RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text.</p>	<p><b>EERI.K.1.</b> With prompting and support, ask or answer questions about details in a familiar text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.K.1.</b> With prompting and support, ask and answer questions about key details in a text.  <i>Ex.</i> Identify a step in instructions read by the teacher (e.g., During a shared re-reading of the steps for planting a bean plant, the teacher asks the student to tell one item they need for the process.) and ask a question to get more information (e.g., What kind of beans?).</p> <p><b>Level III Students will:</b>  <b>EERI.K.1.</b> With prompting and support, ask or answer questions about details in a familiar text.  <i>Ex.</i> Identify a step in instructions read by the teacher (e.g., During a shared re-reading of the steps for planting a bean plant, the teacher asks the student to tell one item they need for the process.)  <i>Ex.</i> Find the place in a familiar text where a particular detail is presented.</p> <p><b>Level II Students will:</b>  <b>EERI.K.1.</b> With prompting and support, identify a detail in a familiar text.  <i>Ex.</i> Identify a detail from a familiar classroom routine written to help the student learn what to expect and how to behave.</p> <p><b>Level I Students will:</b>  <b>EERI.K.1.</b> With prompting and support, point to pictures or objects related to a familiar text.  <i>Ex.</i> Attend to the materials (e.g., milk cartons, dirt, seeds, and spoons) required to plant the seeds as described in the steps read to the group.  <i>Ex.</i> Explore the illustrations in a text about a favorite topic (e.g., animals, trains, etc.).</p>
<p><b>RI.K.2.</b> With prompting and support, identify the main topic and retell key details of a text.</p>	<p><b>EERI.K.2.</b> With prompting and support, identify the topic of a familiar text or answer questions about details.</p>	<p><b>Level IV Students will:</b>  <b>EERI.K.2.</b> With prompting and support, identify the main topic of a text and answer questions about key details.  <i>Ex.</i> Read an informational text (e.g., a text about parrots), identify the main topic (e.g., Parrots live in the rainforest.), and answer questions about key details (e.g., What do parrots eat? [fruits and nuts] Where do they sleep? [in trees]).</p> <p><b>Level III Students will:</b>  <b>EERI.K.2.</b> With prompting and support, identify the topic of a familiar text or answer questions about details.  <i>Ex.</i> Read an informational text (e.g., a text about parrots) and identify the main topic (e.g., Parrots live in the rainforest.).  <i>Ex.</i> Answer a question about details (e.g., What do parrots eat? [fruits and nuts]).</p> <p><b>Level II Students will:</b></p>

		<p><b>EERI.K.2.</b> With prompting and support, identify a picture or object related to the topic of a familiar text.  <i>Ex.</i> During a shared reading of a text about a favored activity, identify an object related to the activity (e.g., “What do you wear when you go swimming?”).  <i>Ex.</i> During a shared reading of a familiar text, identify an object or picture that relates to the topic of the text (e.g., Select an apple from a variety of objects when reading a book about apple trees).</p> <p><b>Level I Students will:</b>  <b>EERI.K.2.</b> With prompting and support, attend to pictures or objects related to a familiar text.  <i>Ex.</i> Interact with objects or pictures from a familiar text (e.g., Touch a banana when reading a book about fruit.).</p>
<p><b>RI.K.3.</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>EERI.K.3.</b> With prompting and support, identify a connection between individuals, events, or ideas in a familiar text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.K.3.</b> With prompting and support, identify connections between individuals, events, or ideas in a text.  <i>Ex.</i> In a text about the rainforest, make connections between a parrot and a monkey (e.g., They both live in trees and eat fruits and nuts.).</p> <p><b>Level III Students will:</b>  <b>EERI.K.3.</b> With prompting and support, identify a connection between individuals, events, or ideas in a familiar text.  <i>Ex.</i> In a text about sports, make a connection between two athletes (e.g., They both play basketball. They are both tall. They are both girls.).</p> <p><b>Level II Students will:</b>  <b>EERI.K.3.</b> With prompting and support, match familiar individuals or events in a text to make a connection.  <i>Ex.</i> Match the picture of the student on the bus with the bus schedule.  <i>Ex.</i> Match a picture of lunchtime with the lunch menu.</p> <p><b>Level I Students will:</b>  <b>EERI.K.3.</b> With prompting and support, attend to individuals or events in a familiar text.  <i>Ex.</i> Imitate the actions of the teacher to act out a familiar text (e.g., The teacher stretches her arms wide while reading about the butterfly stretching out its wings, and the student imitates the action when the teacher says, “Stretch your arms like the butterfly.”).</p>
<p><b>Craft and Structure.</b></p> <p><b>RI.K.4.</b> With prompting and support, ask and answer questions about unknown words in a text.</p>	<p><b>EERI.K.4.</b> With prompting and support, answer questions about unknown words in a text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.K.4.</b> With prompting and support, ask and answer questions about unknown words in a text.  <i>Ex.</i> While listening to a new book, ask the reader, “What does that mean?” when an unknown word is read.  <i>Ex.</i> During shared reading, use a voice output device to ask, “What?” when an unknown word is read.</p> <p><b>Level III Students will:</b>  <b>EERI.K.4.</b> With prompting and support, answer questions about unknown words in a text.  <i>Ex.</i> Ask about an unknown word (e.g., During shared reading, the teacher pauses dramatically after reading a word that is unfamiliar to the student, and the student uses a voice output device to ask, “What does that mean?”).</p> <p><b>Level II Students will:</b>  <b>EERI.K.4.</b> With prompting and support, identify unknown words in a text.  <i>Ex.</i> Signal when an unknown word is read in a text.</p> <p><b>Level I Students will:</b>  <b>EERI.K.4.</b> With prompting and support, identify an unknown word in a text from two given choices.  <i>Ex.</i> Given two choices (e.g., picture-word cards of a cat and of a parrot), choose the parrot as the unknown word.</p>
<p><b>RI.K.5.</b> Identify the front cover, back cover,</p>	<p><b>EERI.K.5</b> Identify the front cover,</p>	<p><b>Level IV Students will:</b></p>

<p>and title page of a book.</p>	<p>back cover, and title page of a familiar book.</p>	<p><b>EERI.K.5.</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>Level III Students will:</b> <b>EERI.K.5.</b> Identify the front cover, back cover, and title page of a familiar book.</p> <p><b>Level II Students will:</b> <b>EERI.K.5.</b> Identify the front or back of a familiar book.</p> <p><b>Level I Students will:</b> <b>EERI.K.5.</b> Match the picture of a book’s front cover with a familiar book.</p>
<p><b>RI.K.6.</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p><b>EERI.K.6.</b> Identify the author and illustrator of a text.</p>	<p><b>Level IV Students will:</b> <b>EERI.K.6.</b> Identify the author or illustrator of a text and explain how the author or illustrator presents information. <i>Ex.</i> Match pictures with the name of the illustrator and text with the author. Then, explain how the illustrator helps to give information (e.g., The picture of the nest shows where a bird sleeps in a tree.).</p> <p><b>Level III Students will:</b> <b>EERI.K.6.</b> Identify the author and illustrator of a text. <i>Ex.</i> Point to the name of the person who wrote the text. <i>Ex.</i> Point to the name of the person who created illustrations for the text.</p> <p><b>Level II Students will:</b> <b>EERI.K.6.</b> Identify an illustration or a word in a text. <i>Ex.</i> Identify an illustration in an informational text while listening to someone read the text.</p> <p><b>Level I Students will:</b> <b>EERI.K.6.</b> Attend to relevant illustrations and words. <i>Ex.</i> Attend to objects (e.g., an apple or leaf) that relate to a text during shared reading.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RI.K.7.</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p><b>EERI.K.7.</b> With prompting and support, match illustrations with parts of a familiar text.</p>	<p><b>Level IV Students will:</b> <b>EERI.K.7.</b> With prompting and support, identify a relationship between an illustration and text. <i>Ex.</i> Given a text with simple sentences read by a teacher, identify the illustration to match a sentence (e.g., The teacher reads, “The butterfly is blue.” The student will identify an image of a blue butterfly.).</p> <p><b>Level III Students will:</b> <b>EERI.K.7.</b> With prompting and support, match illustrations with parts of a familiar text. <i>Ex.</i> Match an illustration of a rabbit to the description of the rabbit in a familiar, informational text.</p> <p><b>Level II Students will:</b> <b>EERI.K.7.</b> With prompting and support, point to an illustration described by the teacher. <i>Ex.</i> During a shared reading of an informational text, point to the illustrations as the teacher describes them. <i>Ex.</i> Point to the illustration that matches a cycle (e.g., a stage of pumpkin growth) from the book, (e.g., <i>From Seed to Pumpkin</i>).</p> <p><b>Level I Students will:</b> <b>EERI.K.7.</b> With prompting and support, attend to pictures or objects related to illustrations in the text.</p>

		<p><i>Ex.</i> During a shared reading, interact with objects that represent the information in the text (e.g., Touch a feather when reading a book about birds.).</p> <p><i>Ex.</i> During a shared reading, explore the tactual information on the page of an adapted book.</p> <p><i>Ex.</i> During a shared reading, visually explore the illustrations in a text.</p>
<p><b>RI.K.8.</b> With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p><b>EERI.K.8.</b> With prompting and support, identify points the author makes in a familiar text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.K.8.</b> With prompting and support, identify key points the author makes in a text.  <i>Ex.</i> During a shared reading of a text about the weather (e.g., <i>What's the Weather Today?</i>), identify key points the author makes about weather from a variety of choices (e.g., Storms are dangerous.).</p> <p><b>Level III Students will:</b>  <b>EERI.K.8.</b> With prompting and support, identify points the author makes in a familiar text.  <i>Ex.</i> During a shared reading of a familiar, informational text about frogs, identify points the author makes about frogs (e.g., Not all frogs are green. Some frogs eat insects.).</p> <p><b>Level II Students will:</b>  <b>EERI.K.8.</b> With prompting, support, and given choices, identify points in text.  <i>Ex.</i> During a shared reading of a familiar, informational text about frogs, identify points the author makes about frogs from a variety of choices (e.g., Not all frogs are green.).</p> <p><b>Level I Students will:</b>  <b>EERI.K.8.</b> With prompting and support, attend to points in a text.  <i>Ex.</i> During a shared reading of a familiar, informational text, attend to objects that represent the information in the text (e.g., Touch a stuffed frog when reading a text about frogs.).</p>
<p><b>RI.K.9.</b> With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>EERI.K.9.</b> With prompting and support, identify one similarity or one difference between two texts on the same topic.</p>	<p><b>Level IV Students will:</b>  <b>EERI.K.9.</b> With prompting and support, identify one similarity and difference between two texts on the same topic.  <i>Ex.</i> Given similar texts, identify the parts that are the same (e.g., Both texts are about dogs.) and the parts that are different (e.g., One text is about little dogs, and one is about big dogs.).</p> <p><b>Level III Students will:</b>  <b>EERI.K.9.</b> With prompting and support, identify one similarity or one difference between two texts on the same topic.  <i>Ex.</i> Match food items on one week's lunch menu with similar items on another week's menu.</p> <p><b>Level II Students will:</b>  <b>ERI.K.9.</b> With prompting and support, match pictures or objects on the same topic.  <i>Ex.</i> Match two illustrations from an informational text that show the same object.  <i>Ex.</i> Match pictures of food items with choices on the lunch menu.  <i>Ex.</i> Use vocalization, gaze, or movement to indicate an understanding that two pictures match.</p> <p><b>Level I Students will:</b>  <b>EERI.K.9.</b> With prompting and support, attend to pictures or objects on the same topic.  <i>Ex.</i> With prompting, support, and a familiar picture of themselves, identify a second picture of themselves.</p>
<p><b>Range of Reading and Level of Text Complexity.</b></p> <p><b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>EERI.K.10.</b> Actively engage in reading group activities.</p>	<p><b>Level IV Students will:</b>  <b>EERI.K.10.</b> Actively engage in reading group activities with purpose and understanding.</p>

		<p><i>Ex. Actively engage in a shared reading group activity around informational texts (e.g. books, articles, or classroom charts) with purpose and understanding (e.g., ask and answer questions).</i></p> <p><b>Level III Students will:</b>  <b>EERI.K.10.</b> Actively engage in reading group activities.  <i>Ex. Actively engage (e.g., recite the topic when prompted) in a shared reading group activity around an informational text.</i></p> <p><b>Level II Students will:</b>  <b>EERI.K.10.</b> Engage in a small group reading activity.  <i>Ex. Look or listen for prompts in an informational text and respond (e.g., In a text about a leopard, clap each time the leopard is in a tree.).</i></p> <p><b>Level I Students will:</b>  <b>EERI.K.10.</b> Attend to a small group reading activity.  <i>Ex. Student participates in a shared reading of a familiar informational text at their ability level (e.g., eye gaze, gesture, vocalization, or use of an augmentative communication device).</i></p>
<b>Reading (Foundational Skills)</b>		
<b>Print Concepts.</b>		
<p><b>RF.K.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>RF.K.1.a.</b> Follow words from left to right, top to bottom, and page by page.</p>	<p><b>EERF.K.1.</b> Understand concepts of print, words, and letters.</p> <p><b>EERF.K.1.a.</b> Follow words from left to right and top to bottom.</p>	<p><b>Level IV Students will:</b>  <b>EERF.K.1.a.</b> Follow words from left to right, top to bottom, and page by page.</p> <p><b>Level III Students will:</b>  <b>EERF.K.1.a.</b> Follow words from left to right and top to bottom.</p> <p><b>Level II Students will:</b>  <b>EERF.K.1.a.</b> Follow words from left to right.</p> <p><b>Level I Students will:</b>  <b>EERF.K.1.a.</b> Attend to pages that are read and turned in a book.</p>
<p><b>RF.K.1.b.</b> Recognize that spoken words are represented in written language by specific sequence of letters.</p>	<p><b>EERF.K.1.b.</b>  Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<p><b>RF.K.1.c.</b> Understand that words are separated by spaces in print.</p>	<p><b>EERF.K.1.c.</b>  Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<p><b>RF.K.1.d.</b> Recognize and name all uppercase and lowercase letters of alphabet.</p>	<p><b>EERF.K.1.d.</b> Recognize uppercase and lowercase letters of the alphabet.</p>	<p><b>Level IV Students will:</b>  <b>EERF.K.1.d.</b> Name uppercase and lowercase letters of the alphabet.</p> <p><b>Level III Students will:</b>  <b>EERF.K.1.d.</b> Recognize uppercase and lowercase letters of the alphabet.</p> <p><b>Level II Students will:</b>  <b>EERF.K.1.d.</b> Match uppercase or lowercase letters of the alphabet.</p>

		<p><b>Level I Students will:</b>  <b>EERF.K.1.d.</b> Attend to matching familiar letters of the alphabet.</p>
<p><b>Phonological Awareness</b></p> <p><b>RF.K.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>RF.K.2.a.</b> Recognize and produce rhyming words.</p>	<p><b>EERF.K.2.</b> Demonstrate understanding of spoken words and sounds.</p> <p><b>EERF.K.2.a.</b> Recognize rhyming words.</p>	<p><b>Level IV Students will:</b>  <b>EERF.K.2.a.</b> Recognize and produce basic rhyming words.  <i>Ex.</i> After listening to a familiar story or poem with rhyming (e.g., <i>The Cat in the Hat</i>), recognize and produce rhyming words (e.g., Say “hat” when asked to say another word that ends like or sounds like “cat.”).</p> <p><b>Level III Students will:</b>  <b>EERF.K.2.a.</b> Recognize rhyming words.  <i>Ex.</i> Select a word from a choice of two that completes the rhyming pattern in a familiar, predictable book.  <i>Ex.</i> Play a memory game by matching rhyming picture cards.</p> <p><b>Level II Students will:</b>  <b>EERF.K.2.a.</b> Repeat rhyming words.  <i>Ex.</i> Repeat a rhyming word that completes a line in a familiar, predictable book (e.g., “I do not like green eggs and ham. I do not like them, Sam I ____.”).</p> <p><b>Level I Students will:</b>  <b>EERF.K.2.a.</b> Attend to rhyming text.  <i>Ex.</i> Listen to rhymes in a familiar, predictable book.</p>
<p><b>RF.K.2.b.</b> Count, pronounce, blend, and segment syllables in spoken words.</p>	<p><b>EERF.K.2.b.</b> Segment and blend syllables in a familiar, spoken word.</p>	<p><b>Level IV Students will:</b>  <b>EERF.K.2.b.</b> Segment and blend syllables in spoken words.  <i>Ex.</i> Teacher says a word (e.g., <i>ba-nan-a</i>), and the student claps and says each syllable (e.g., <i>ba-</i> (clap) <i>nan-</i> (clap) <i>a</i> (clap)) Then, the student blends the sounds to form the complete word (e.g., banana).</p> <p><b>Level III Students will:</b>  <b>EERF.K.2.b.</b> Segment and blend syllables in a familiar, spoken word.  <i>Ex.</i> Teacher says a familiar multi-syllable word (e.g., <i>pur-ple</i>, <i>snow-ball</i>), the student claps and says each syllable and then blends the sounds to form the complete word.</p> <p><b>Level II Students will:</b>  <b>EERF.K.2.b.</b> Clap along with teacher to syllables in a familiar, spoken word.  <i>Ex.</i> Clap once for each syllable in a familiar word (e.g., <i>class-room</i>, <i>chalk-board</i>, <i>win-dow</i>) spoken by an adult who claps once for each syllable and then pauses to wait for the student to clap before moving on.</p> <p><b>Level I Students will:</b>  <b>EERF.K.2.b.</b> Attend to clapping of syllables.  <i>Ex.</i> While the class sings the morning welcome song and claps for each syllable, the student attends to the clapping.</p>
<p><b>RF.K.2.c.</b> Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p><b>EERF.K.2.c.</b> Recognize basic rimes* for single-syllable words.</p>	<p><b>Level IV Students will:</b>  <b>EERF.K.2.c.</b> Segment and blend onsets and basic rimes for single-syllable words.  <i>Ex.</i> Student segments and blends basic rimes (e.g., <i>r-ing</i>, <i>s-ing</i>, <i>th-ing</i> and <i>m-ill</i>, <i>st-ill</i>, <i>thr-ill</i>).</p> <p><b>Level III Students will:</b>  <b>EERF.K.2.c.</b> Recognize basic rimes for single-syllable words.  <i>Ex.</i> Given a list of words with a single rime, student will recognize the rime (e.g., <i>-ail</i> in <i>p-ail</i>, <i>r-ail</i>, <i>t-ail</i>).</p>

	* <b>rime</b> - the unit from the first vowel to the end of a syllable	<p><b>Level II Students will:</b>  <b>EERF.K.2.c.</b> Match basic rimes for single-syllable words.  <i>Ex.</i> When given a rime, the student will match it to the correct rime from choices (e.g., displayed on a whiteboard).</p> <p><b>Level I Students will:</b>  <b>EERF.K.2.c.</b> Attend to words with similar rimes.  <i>Ex.</i> Listen to words spoken with the same rime (e.g., <i>-ick</i> in <i>st-ick</i>, <i>th-ick</i>, <i>t-ick</i>, <i>s-ick</i>).</p>
<b>RF.K.2.d.</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	<b>EERF.K.2.d.</b> Not Applicable***	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.
<b>RF.K.2.e.</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<b>EERF.K.2.e.</b> Not Applicable***	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.
<p><b>Phonics and Word Recognition.</b></p> <p><b>RF.K.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.K.3.a.</b> Demonstrate basic knowledge of letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>	<p><b>EERF.K.3.</b> Use letter name and letter-sound knowledge.</p> <p><b>EERF.K.3.a.</b> Recognize basic letter-sound correspondences.</p>	<p><b>Level IV Students will:</b>  <b>EERF.K.3.a.</b> Recognize and produce basic letter-sound correspondences.  <i>Ex.</i> Say /p/ when asked what sound is at the beginning of purple.</p> <p><b>Level III Students will:</b>  <b>EERF.K.3.a.</b> Recognize basic letter-sound correspondences.  <i>Ex.</i> As a teacher says a familiar word, hold up a matching letter card (e.g., Student holds up a “c” card when the teacher says “cold.”).</p> <p><b>Level II Students will:</b>  <b>EERF.K.3.a.</b> Recognize one basic letter-sound correspondence.  <i>Ex.</i> Recognize the first sound of their name (e.g., When lining up, the teacher says, “Line up if your name begins with /letter/ sound.” Students recognize the first sound of their name.).</p> <p><b>Level I Students will:</b>  <b>EERF.K.3.a.</b> Attend to basic letter-sound correspondences.  <i>Ex.</i> Attend to their own name when the teacher calls attendance and says, “Jeff starts with /j/.”</p>
<b>RF.K.3.b.</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<b>EERF.K.3.b.</b> Not Applicable***	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.
<b>RF.K.3.c.</b> Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<b>EERF.K.3.c.</b> Read familiar words or symbols.	<p><b>Level IV Students will:</b>  <b>EERF.K.3.c.</b> Read common words and symbols.  <i>Ex.</i> Read a list of sight words from a reading program and signs around the building (e.g., exit signs, boys/girls restroom sign).</p> <p><b>Level III Students will:</b>  <b>EERF.K.3.c.</b> Read familiar words or symbols.</p>

		<p>Ex. When symbols are used regularly to support a visual schedule, identify one or more of the symbols. Ex. Read words from the word wall.</p> <p><b>Level II Students will:</b> <b>EERF.K.3.c.</b> Match common words or symbols. Ex. With modeling from the teacher or peers, place a symbol reflecting home next to the name of a peer who is out sick. Ex. When shown an exit sign at one end of the hallway, find the exit sign at the other end.</p> <p><b>Level I Students will:</b> <b>EERF.K.3.c.</b> Attend to common words or symbols. Ex. When the teacher stops to point out a sign on the wall for the girls' restroom, the student follows the teacher's point and looks at the symbol.</p>
<b>RF.K.3.d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<b>EERF.K.3.d.</b> Not Applicable***	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<b>Fluency.</b>  <b>RF.K.4.</b> Read emergent-reader texts with purpose and understanding.	<b>EERF.K.4.</b> Read familiar, emergent-reader texts with purpose.	<p><b>Level IV Students will:</b> <b>EERF.K.4.</b> Read emergent-reader texts with purpose and understanding. Ex. During independent reading time, engage independently in sustained, silent study of books by reading through one book after another in their basket.</p> <p><b>Level III Students will:</b> <b>EERF.K.4.</b> Read familiar, emergent-reader texts with purpose. Ex. Select a book, open it, and silently study or read one or more pages. Ex. While browsing books in the media center, select a book and explore or read it independently.</p> <p><b>Level II Students will:</b> <b>EERF.K.4.</b> Read familiar, emergent-reader texts with a reading partner. Ex. Working with a reading partner, look at the pages in the book, pointing at and interacting with pictures in the book.</p> <p><b>Level I Students will:</b> <b>EERF.K.4.</b> Attend to familiar, emergent-reader texts. Ex. Explore pages in an electronic book (e.g., With encouragement and direction from a peer, the student uses a switch to step through pages in an electronic storybook.).</p>
<b>Writing</b>		
<b>Text Types and Purposes.</b>  <b>W.K.1.</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (e.g., My favorite book is . . .)	<b>EEW.K.1.</b> Use a combination of drawing, dictating, or writing to compose an opinion about a familiar topic or book.	<p><b>Level IV Students will:</b> <b>EEW.K.1.</b> Use a combination of drawing, dictating, and writing to compose an opinion about a topic or book. Ex. During independent writing, select a book or topic and express an opinion through drawing, dictating, writing, or assistive technology.</p> <p><b>Level III Students will:</b> <b>EEW.K.1.</b> Use a combination of drawing, dictating, or writing to compose an opinion about a familiar topic or book.</p>

		<p><i>Ex. During shared writing activities, select a book or topic from a collection offered by the teacher and express an opinion through drawing, dictating, writing, or assistive technology.</i></p> <p><b>Level II Students will:</b>  <b>EEW.K.1.</b> Select an opinion from two choices related to a familiar topic.  <i>Ex. During shared writing activities, express an opinion about a topic when given two choices (e.g., smiley face/frowning face, like/don't like) through drawing, dictating, writing, or assistive technology.</i></p> <p><b>Level I Students will:</b>  <b>EEW.K.1.</b> Attend to opinions related to a familiar topic.  <i>Ex. Student attends to opinions related to a familiar topic (e.g., I like ice cream.) at their ability level (e.g., eye gaze, gesture, or vocalization).</i></p>
<p><b>W.K.2.</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p><b>EEW.K.2.</b> Use a combination of drawing, dictating, or writing to compose an informative/explanatory piece where they share some information about a given topic.</p>	<p><b>Level IV Students will:</b>  <b>EEW.K.2.</b> Use a combination of drawing, dictating, and writing to compose an informative/explanatory piece where they share some information about a self-directed topic.  <i>Ex. During independent writing, select a topic (e.g., animals, plants) and share facts about the topic through a combination of drawing, dictating, writing, or assistive technology.</i></p> <p><b>Level III Students will:</b>  <b>EEW.K.2.</b> Use a combination of drawing, dictating, or writing to compose an informative/explanatory piece where they share some information about a given topic.  <i>Ex. During shared writing, given a topic (e.g., animals, plants), share facts about the topic through a combination of drawing, dictating, writing, or assistive technology.</i></p> <p><b>Level II Students will:</b>  <b>EEW.K.2.</b> Given two choices, draw or dictate about a topic to share information.  <i>Ex. Select a topic (e.g., my birthday) and draw a related picture (e.g., something they want to receive for their birthday).</i>  <i>Ex. After choosing to write about themselves, use drawing, dictating, writing, or assistive technology to state a fact about themselves.</i></p> <p><b>Level I Students will:</b>  <b>EEW.K.2.</b> Attend to facts (e.g., pictures, words, or objects) about a given topic.  <i>Ex. Student attends to facts about a familiar topic at their ability level (e.g., eye gaze, gesture, vocalization, or use of an augmentative communication device).</i></p>
<p><b>W.K.3.</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><b>EEW.K.3.</b> Use a combination of drawing, dictating, or writing to communicate a sequence of events that tell a story related to a familiar experience.</p>	<p><b>Level IV Students will:</b>  <b>EEW.K.3.</b> Use a combination of drawing, dictating, or writing to communicate a sequence of events that tell a story.  <i>Ex. Draw a picture or write about a self-directed topic (e.g., two friends, characters in a favorite story, getting a new pet) that shows a sequence of events that tell a story.</i></p> <p><b>Level III Students will:</b>  <b>EEW.K.3.</b> Use a combination of drawing, dictating, or writing to communicate a sequence of events that tell a story related to a familiar experience.  <i>Ex. Draw a picture or write about a class field trip that shows a sequence of events.</i>  <i>Ex. Given three choices of events to write about, select one and then participate in shared writing about it.</i></p> <p><b>Level II Students will:</b>  <b>EEW.K.3.</b> Arrange pictures or text to communicate a sequence of events that tell a story.  <i>Ex. Given a variety of photos depicting events, arrange the photos to tell a story.</i></p>

		<p><b>Level I Students will:</b>  <b>EEW.K.3.</b> Attend to peers arranging pictures or text to communicate a sequence of events that tell a story.</p>
<p><b>W.K.4.</b>  (Begins in grade 3)</p>	<p><b>EEW.K.4.</b>  (Begins in grade 3)</p>	<p><b>EEW.K.4.</b>  (Begins in grade 3)</p>
<p><b>W.K.5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>EEW.K.5.</b>  Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<p><b>Production and Distribution of Writing.</b></p> <p><b>W.K.6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>EEW.K.6.</b> With prompting and support, explore a variety of digital tools to produce writing.</p>	<p><b>Level IV Students will:</b>  <b>EEW.K.6.</b> With prompting and support, explore a variety of digital tools to produce and share writing with peers.  <i>Ex.</i> Explore word prediction software to compose text and print the resulting product.  <i>Ex.</i> Draw pictures and type letters and words about a picture on an interactive whiteboard and print the final product.  <i>Ex.</i> Working with peers who model how to use drawing or painting software, use a variety of digital drawing and painting tools to produce writing, print, and incorporate the final product into a class book.</p> <p><b>Level III Students will:</b>  <b>EEW.K.6.</b> With prompting and support, explore a variety of digital tools and produce writing.  <i>Ex.</i> Working with an adult who models the use of a touch screen, touch the screen to select letters or words, and publish the final product.</p> <p><b>Level II Students will:</b>  <b>EEW.K.6.</b> With prompting and support, explore a variety of digital tools.  <i>Ex.</i> Working with an adult who models the use of the touch screen, student interacts with the screen.  <i>Ex.</i> Explore word banks and an alphabet in multimedia writing software.</p> <p><b>Level I Students will:</b>  <b>EEW.K.6.</b> With prompting and support, attend to a variety of digital tools.  <i>Ex.</i> Activate a switch to scan through the letters of the alphabet.  <i>Ex.</i> Interact with a touch screen so the product can be uploaded to a class website.</p>
<p><b>Research to Build and Present Knowledge.</b></p> <p><b>W.K.7.</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p><b>EEW.K.7.</b> Participate in shared research and a writing project about a familiar topic.</p>	<p><b>Level IV Students will:</b>  <b>EEW.K.7.</b> Participate in shared research and writing projects.  <i>Ex.</i> Select a research topic, invite a peer to join in the research, gather books on the selected topic and write some facts.  <i>Ex.</i> Select the topic of the research project, and choose words or facts to include in the final product.</p> <p><b>Level III Students will:</b>  <b>EEW.K.7.</b> Participate in shared research and a writing project about a familiar topic.  <i>Ex.</i> Select a familiar topic for a research project, and choose words or ideas that relate to the topic from picture and word banks.  <i>Ex.</i> Read and listen with a peer to an adapted book, and type letters, words, or sentences about what they learn.</p> <p><b>Level II Students will:</b>  <b>EEW.K.7.</b> Participate in selecting pictures and words to contribute to shared research project.  <i>Ex.</i> Select from a bank of words and pictures on an interactive whiteboard to contribute to writing a shared research project.</p>

		<p>Ex. From a provided website with words and pictures about the research project, point to pictures and words to contribute to writing the shared research project.</p> <p>Ex. Select a book on a topic related to a shared research project and identify pictures that relate to the topic being researched.</p> <p><b>Level I Students will:</b>  <b>EEW.K.7.</b> Attend to pictures, words, and objects related to the shared research project.  Ex. Given a multimedia presentation of words and pictures related to a shared research project, use a switch to advance through the pictures looking and/or listening to the words and pictures, and select one which a peer, aide, or teacher will write in the shared research project.</p>
<p><b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>EEW.K.8.</b> With prompting and support, use information from personal experiences to answer a question.</p>	<p><b>Level IV Students will:</b>  <b>EEW.K.8.</b> With prompting and support, use information from personal experiences or gather information from a provided source to answer questions.  Ex. During a shared writing activity, choose a leaf they collected, and describe it to complete a sentence, (e.g., The student selects a red leaf from an assortment of leaves and communicates, "I found red" as the teacher writes, "I found a red leaf.").</p> <p>Ex. During a shared writing activity based on a video watched in class (e.g., <i>The Magic School Bus</i>), find a book that relates to a topic in the video to answer a question from a peer.</p> <p><b>Level III Students will:</b>  <b>EEW.K.8.</b> With prompting and support, use information from personal experiences to answer a question.  Ex. During a shared writing activity based on questions from peers (e.g., "What did you do over the summer?"), identify an event they participated in over the summer, and share the information with others.</p> <p><b>Level II Students will:</b>  <b>EEW.K.8.</b> With prompting and support, select personal objects from a variety of choices to be included in shared writing.  Ex. Select a color to fill in a blank sentence during a shared writing activity (e.g., Select a color from a variety of choices to fill in the blank in this sentence: "I have a ____ backpack.").</p> <p>Ex. Select an object to include in a shared writing activity (e.g., During a shared writing activity that requires students to identify one thing they do at home to complete a sentence, "At home, I like to play ____," select a toy from a variety of objects gathered by the teacher.).</p> <p><b>Level I Students will:</b>  <b>EEW.K.8.</b> With prompting and support during shared writing activities, attend to personal objects that are offered as choices.  Ex. During a shared writing activity that requires children to identify a leaf they found and describe it to complete a sentence, interact with an assortment of leaves collected by the class to have their sentence and leaf (e.g., "I like this leaf.") added to a multimedia product.  Ex. During a shared writing activity that requires students to identify one thing they do at home to complete a sentence, attend to a peer selecting a toy.</p>
<p><b>W.K.9.</b> (Begins in grade 4)</p>	<p><b>EEW.K.9.</b> (Begins in grade 4)</p>	<p><b>EEW.K.9.</b> (Begins in grade 4)</p>
<p><b>W.K.10.</b> (Begins in grade 3)</p>	<p><b>EEW.K.10.</b> (Begins in grade 3)</p>	<p><b>EEW.K.10.</b> (Begins in grade 3)</p>
<b>Speaking and Listening</b>		
<p><b>Comprehension and Collaboration.</b></p> <p><b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p><b>EESL.K.1.</b> Participate in communication exchanges with diverse partners.</p>	<p><b>Level IV Students will:</b>  <b>EESL.K.1.a.</b> Follow rules for discussions in a variety of settings (e.g., small group, general education classroom, common areas, etc.).  Ex. Listen when peers speak, and speak when recognized or addressed by peers in a variety of settings.</p> <p><b>Level III Students will:</b></p>

<p><b>SL.K.1.a.</b> Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p><b>EESL.K.1.a.</b> Follow rules for discussions in familiar settings (e.g., therapy, special education classroom, home).</p>	<p><b>EESL.K.1.a.</b> Follow rules for discussions in familiar settings (e.g., therapy, special education classroom, home).  <i>Ex.</i> Communicate directly with a peer when addressed in a familiar setting.  <i>Ex.</i> Stay on topic with other group members in a familiar setting.  <i>Ex.</i> Take turns in a conversation with a peer or teacher in a familiar setting.</p> <p><b>Level II Students will:</b>  <b>EESL.K.1.a.</b> Follow rules for discussions in most familiar setting.  <i>Ex.</i> Ask what a peer brought for lunch as instructed by the teacher.  <i>Ex.</i> Respond to a peer’s question about a favorite animal as instructed by the teacher.</p> <p><b>Level I Students will:</b>  <b>EESL.K.1.a.</b> Attend or respond to discussions in most familiar setting.  <i>Ex.</i> Repeat information stated by the teacher to a peer (e.g., Teacher says, “We went to lunch. Tell the class where we went.” Student responds, “Lunch.”).</p>
<p><b>SL.K.1.b.</b> Continue a conversation through multiple exchanges.</p>	<p><b>EESL.K.1.b.</b> Communicate with a familiar person through multiple exchanges.</p>	<p><b>Level IV Students will:</b>  <b>EESL.K.1.b.</b> Communicate through multiple exchanges.  <i>Ex.</i> Participate in a multiple-turn exchange by using gestures, activating a switch, or using a communication device.</p> <p><b>Level III Students will:</b>  <b>EESL.K.1.b.</b> Communicate with a familiar person through multiple exchanges.  <i>Ex.</i> Listen when the teacher speaks, and communicate multiple responses when addressed by the teacher.  <i>Ex.</i> Answer a question from an adult and keep the conversation going with at least one other question (e.g., “I’m fine, how are you?”).</p> <p><b>Level II Students will:</b>  <b>EESL.K.1.b.</b> Communicate directly with a familiar person.  <i>Ex.</i> Listen when the teacher speaks, and communicate a response when addressed by the teacher.</p> <p><b>Level I Students will:</b>  <b>EESL.K.1.b.</b> Use basic communication skills with a familiar person.  <i>Ex.</i> Use gestures, vocalizations, or make eye contact with an adult to communicate a reaction or need.  <i>Ex.</i> Call an adult’s name to gain his or her attention.  <i>Ex.</i> Respond to greetings and farewells initiated by an adult.</p>
<p><b>SL.K.2.</b> Confirm understanding of a text read aloud, or information presented orally or through other media, by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p><b>EESL.K.2.</b> Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<p><b>SL.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>EESL.K.3.</b> Ask for help when needed.</p>	<p><b>Level IV Students will:</b>  <b>EESL.K.3.</b> Ask for help when needed or for clarification.  <i>Ex.</i> Indicate yes or no when asked basic questions (e.g., “Do you understand?” or “Do you have any questions?”), and ask an additional question by raising hand or hitting switch again for clarification.  <i>Ex.</i> Using voice or a multiple message communication system, ask a question for clarification (e.g., “Why?” “What’s that?” “Who did that?” “Where is it?”).</p> <p><b>Level III Students will:</b></p>

		<p><b>EESL.K.3.</b> Ask for help when needed.  <i>Ex.</i> Indicate need for help through gestures, eye contact or gaze, vocalizations, hitting switch, etc.  <i>Ex.</i> Indicate yes or no when asked basic questions (e.g., “Do you understand?” or “Do you have any questions?”).</p> <p><b>Level II Students will:</b>  <b>EESL.K.3.</b> When given choices, request help.  <i>Ex.</i> Indicate yes or no when asked, “Do you need help?”  <i>Ex.</i> When prompted, use appropriate gestures (e.g., eye contact or gaze, vocalizations, etc.) to ask for help.  <i>Ex.</i> Use a carrier phrase (e.g., I want _____. I need _____.) to indicate a need.</p> <p><b>Level I Students will:</b>  <b>EESL.K.3.</b> Use basic communication skills to gain attention.  <i>Ex.</i> Cry, gesture, or vocalize to indicate distress.  <i>Ex.</i> Activate an audio “help” switch.</p>
<p><b>Presentation of Knowledge and Ideas.</b></p> <p><b>SL.K.4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b>EESL.K.4.</b> Identify familiar people, places, things, and events.</p>	<p><b>Level IV Students will:</b>  <b>EESL.K.4.</b> Describe familiar people, places, things, and events.  <i>Ex.</i> Describe familiar people from school by name (e.g., Mrs. Bell is the art teacher.).  <i>Ex.</i> Describe familiar places in the school by name (e.g., The classroom is where we learn math.).</p> <p><b>Level III Students will:</b>  <b>EESL.K.4.</b> Identify familiar people, places, things, and events.  <i>Ex.</i> Identify a specific person by pointing or naming when asked (e.g., “Who is your teacher?”).  <i>Ex.</i> Identify the name of objects from choices (e.g., “Is this a pencil or a crayon?”).  <i>Ex.</i> Name activity or point to correct icon on a visual schedule when asked, “What’s next?”</p> <p><b>Level II Students will:</b>  <b>EESL.K.4.</b> Identify familiar people and things.  <i>Ex.</i> Gesture to identify familiar people in their surroundings.  <i>Ex.</i> Gesture to identify familiar objects when placed in front of the student (e.g., “Tom, where is your book?”).</p> <p><b>Level I Students will:</b>  <b>EESL.K.4.</b> Attend to familiar people and things.  <i>Ex.</i> Look at or face the person speaking to them.  <i>Ex.</i> Locate (e.g., eye gaze, touch, or gesture) cubby or visual schedule.</p>
<p><b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><b>EESL.K.5.</b> Add drawings or visual displays to provide an additional detail to an expressed thought.</p>	<p><b>Level IV Students will:</b>  <b>EESL.K.5.</b> Add drawings or visual displays to provide additional details to an expressed thought.  <i>Ex.</i> Draw illustrations (e.g., a picture of their family and house) that clarifies an expressed thought (e.g., I love my family.).</p> <p><b>Level III Students will:</b>  <b>EESL.K.5.</b> Add drawings or visual displays to provide an additional detail to an expressed thought.  <i>Ex.</i> Given a topic (e.g., a birthday), draw a picture or create a visual display (e.g., drawing application on a tablet) to provide additional detail.  <i>Ex.</i> Create drawings or other visual or tactile displays that provide an additional detail.</p> <p><b>Level II Students will:</b>  <b>EESL.K.5.</b> Choose a visual or tactile support that provides an additional detail to an expressed thought.  <i>Ex.</i> Given a topic (e.g., the kitchen) and four objects (e.g., fork, hairbrush, or shoe), select the appropriate object.</p>

		<p>Ex. Select a photo, drawing, or object that provides additional detail to a classroom event (e.g., field trip or party).</p> <p><b>Level I Students will:</b>  <b>EESL.K.5.</b> Attend to an object that provides an additional detail to an expressed thought.  Ex. Vocalize, gesture, or eye gaze to indicate attention to an object related to a specific topic.  Ex. Reach for an object that provides additional detail when placed in front of them.</p>
<p><b>SL.K.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>EESL.K.6.</b> Communicate thoughts, feelings, and ideas.</p>	<p><b>Level IV Students will:</b>  <b>EESL.K.6.</b> Communicate thoughts, feelings, and ideas clearly.  Ex. After a shared reading, clearly communicate feelings about a character or topic in the text (e.g., “I don’t like the hungry giant because he is mean.” or “I like Jim because he rides a train.”).</p> <p><b>Level III Students will:</b>  <b>EESL.K.6.</b> Communicate thoughts, feelings, and ideas.  Ex. Express emotions (e.g., through gestures, vocalizations, picture cards, etc.) after a shared reading activity.</p> <p><b>Level II Students will:</b>  <b>EESL.K.6.</b> Communicate feelings.  Ex. Choose a visual depicting basic emotions (e.g., happy, sad, mad face).</p> <p><b>Level I Students will:</b>  <b>EESL.K.6.</b> Communicate likes and dislikes.  Ex. Student communicates likes/dislikes about food choices.</p>
<p><b>Language</b></p>		
<p><b>Conventions of Standard English.</b></p>		
<p><b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.K.1.a.</b> Print many upper- and lowercase letters.</p>	<p><b>EEL.K.1.</b> Demonstrate understanding of standard English grammar usage when communicating.</p> <p><b>EEL.K.1.a.</b> Produce familiar uppercase or lowercase letters.</p>	<p><b>Level IV Students will:</b>  <b>EEL.K.1.a.</b> Produce some uppercase and lowercase letters.  Ex. Print their first name and last name initial using uppercase and lowercase letters.  Ex. Print some uppercase and lowercase letters from dictation.</p> <p><b>Level III Students will:</b>  <b>EEL.K.1.a.</b> Produce familiar uppercase or lowercase letters.  Ex. Print their first name using uppercase or lowercase letters.  Ex. Copy simple, familiar words using uppercase or lowercase letters.</p> <p><b>Level II Students will:</b>  <b>EEL.K.1.a.</b> Produce familiar letters.  Ex. Use alternative communication devices (e.g., alternative pencil, keyboard, tablet, etc.) to produce familiar letters.  Ex. Use a multi-sensory approach to produce familiar letters (e.g., writing in sand or shaving cream, using pipe cleaners or other materials).</p> <p><b>Level I Students will:</b>  <b>EEL.K.1.a.</b> Attend to others producing letters.</p>
<p><b>L.K.1.b.</b> Use frequently occurring nouns and verbs.</p>	<p><b>EEL.K.1.b.</b> Identify objects, pictures, or other symbols that represent familiar nouns.</p>	<p><b>Level IV Students will:</b>  <b>EEL.K.1.b.</b> Identify objects, pictures, or other symbols that represent familiar nouns or verbs.  Ex. When given a familiar word, demonstrate the action.  Ex. When given a familiar word, indicate the object.</p>

		<p>Ex. When given an icon, say the noun or verb that it represents.</p> <p><b>Level III Students will:</b>  <b>EEL.K.1.b.</b> Identify objects, pictures, or other symbols that represent familiar nouns.  Ex. Point to or name a family member, pet, or friend when shown a picture.  Ex. Select a picture when given a specific noun.</p> <p><b>Level II Students will:</b>  <b>EEL.K.1.b.</b> Match objects or other symbols with familiar nouns.  Ex. Match object (e.g., a bowl) with a picture-word card showing the same object.</p> <p><b>Level I Students will:</b>  <b>EEL.K.1.b.</b> Respond to own name.  Ex. Look up when their name is called.  Ex. Turn toward a person who is saying their name.</p>
<b>L.K.1.c.</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).	<b>EEL.K.1.c.</b> Not Applicable***	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.
<b>L.K.1.d.</b> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<b>EEL.K.1.d.</b> Understand basic question words (e.g., who, what, where).	<p><b>Level IV Students will:</b>  <b>EEL.K.1.d.</b> Understand and use question words (e.g., who, what, where).  Ex. Given a picture, ask a peer a “wh” question (e.g., Where is the dog?).  Ex. After a shared reading, ask a question about the book (e.g., Who is sleeping?), and answer a question from a peer or teacher about the book.</p> <p><b>Level III Students will:</b>  <b>EEL.K.1.d.</b> Understand basic question words (e.g., who, what, where).  Ex. Answer simple questions (e.g., Where is the boy? or What is for lunch?).  Ex. When shown a picture of a familiar person and asked, “Who is in this picture?” respond appropriately (e.g., by pointing to the person or naming the person).</p> <p><b>Level II Students will:</b>  <b>EEL.K.1.d.</b> Match basic questions words with pictures.  Ex. Match a person with a “who” question.  Ex. Choose from a variety of pictures when asked, “What do you want to drink?”</p> <p><b>Level I Students will:</b>  <b>EEL.K.1.d.</b> Attend to familiar people when asked one “wh” question.  Ex. Use vocalization, gaze, or movement to indicate preference when asked a “wh” question (e.g., for an activity or an individual).  Ex. Use gestures, sounds, or a switch to indicate preference when asked, “Who do you want to go to class with?”</p>
<b>L.K.1.e.</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<b>EEL.K.1.e.</b> Demonstrate understanding of common prepositions (e.g., on, off, in, out).	<p><b>Level IV Students will:</b>  <b>EEL.K.1.e.</b> Use and demonstrate understanding of common prepositions (e.g., on, off, in, out).  Ex. Follow a direction (e.g., “Put pencil on the paper.”). Then, respond to a related question (e.g., “Where is the pencil?”).</p> <p><b>Level III Students will:</b>  <b>EEL.K.1.e.</b> Demonstrate understanding of common prepositions (e.g., on, off, in, out).  Ex. Follow a direction (e.g., “Put pencil on the paper.”).</p>

		<p>Ex. Demonstrate “in” (e.g., Which picture shows the ball <i>in</i> the box?).</p> <p><b>Level II Students will:</b>  <b>EEL.K.1.e.</b> Match an action with the correct preposition.  <i>Ex.</i> Match a preposition to a picture that demonstrates that action (e.g., Match “on” with a picture of the hat <i>on</i> the man’s head.).</p> <p><b>Level I Students will:</b>  <b>EEL.K.1.e.</b> Attend to matching an action with the correct preposition.  <i>Ex.</i> Attend to peers matching a preposition to a picture that demonstrates that action (e.g., Match “on” with a picture of the hat <i>on</i> the man’s head.).</p>
<p><b>L.K.1.f.</b> Produce and expand complete sentences in shared language activities.</p>	<p><b>EEL.K.1.f.</b> Connect two or more words together to form a complete sentence.</p>	<p><b>Level IV Students will:</b>  <b>EEL.K.1.f.</b> Connect two or more words to form complete sentences.  <i>Ex.</i> When given a picture and word choices, connect words to form complete sentences about the picture.</p> <p><b>Level III Students will:</b>  <b>EEL.K.1.f.</b> Connect two or more words to form a complete sentence.  <i>Ex.</i> Use a simple sentence in a shared language activities (e.g., “It is my turn.” or “I want a snack.”).</p> <p><b>Level II Students will:</b>  <b>EEL.K.1.f.</b> Choose between two or more words or pictures to complete a complete sentence.  <i>Ex.</i> Given a variety of choices, choose a word or picture to complete a simple sentence.  <i>Ex.</i> Given a carrier phrase (e.g., I want____.), the student will choose a picture or word to fill in blank.</p> <p><b>Level I Students will:</b>  <b>EEL.K.1.f.</b> Attend to forming a complete sentence.  <i>Ex.</i> Focus on teacher and peers forming a complete sentence.</p>
<p><b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.K.2.a.</b> Capitalize the first word in a sentence and the pronoun I.</p> <p><b>L.K.2.b.</b> Recognize and name end punctuation.</p> <p><b>L.K.2.c.</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p><b>L.K.2.d.</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p><b>EEL.K.2.</b> Demonstrate an emerging understanding of common English conventions when writing.</p> <p><b>EEL.K.2.a.-d.</b> Show evidence of basic capitalization, punctuation, or phonetic spelling.</p>	<p><b>Level IV Students will:</b>  <b>EEL.K.2.a.-d.</b> Show evidence of basic capitalization, punctuation, and phonetic spelling.  <i>Ex.</i> In a shared writing activity, identify the correct capitalization, end punctuation, and commonly-spelled words to form a complete sentence.</p> <p><b>Level III Students will:</b>  <b>EEL.K.2.a.-d.</b> Show evidence of basic capitalization, punctuation, or phonetic spelling.  <i>Ex.</i> In a shared writing activity, circle the capital letters in a sentence.  <i>Ex.</i> In a shared writing activity, focus on one convention (e.g., capitalization, punctuation, or phonetic spelling) to form a complete sentence.</p> <p><b>Level II Students will:</b>  <b>EEL.K.2.a.-d.</b> Complete a word with the correct capital letter.  <i>Ex.</i> Given a choice between a lowercase and uppercase letter, choose the correct one to complete the word.  <i>Ex.</i> Choose the correct capital letter to complete a familiar word (e.g., first name, day of the week, month, last name, holiday).</p> <p><b>Level I Students will:</b>  <b>EEL.K.2.a.-d.</b> Attend to the use of capital letters in a word.  <i>Ex.</i> Attend to shared writing activity where teacher writes the student’s first name with a capital letter.</p>
<p><b>L.K.3.</b> (Begins in grade 2)</p>	<p><b>EEL.K.3.</b> (Begins in grade 2)</p>	<p><b>EEL.K.3.</b> (Begins in grade 2)</p>
<p><b>Vocabulary Acquisition and Use</b></p>		

<p><b>L.K.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><b>L.K.4.a.</b> Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a bird and learning the verb to duck).</p> <p><b>L.K.4.b.</b> Use the most frequently occurring inflections and affixes (e.g. –ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p><b>EELK.4.</b> Not Applicable***</p> <p><b>EELK.4.a.</b> Not Applicable***</p> <p><b>EEL.K.4.b.</b> Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for these standards that are appropriate for students with significant cognitive disabilities.</p>
<p><b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>L.K.5.a.</b> Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p><b>EEL.K.5.</b> With prompting and support, explore relationships in word meanings using familiar words.</p> <p><b>EEL.K.5.a.</b> Recognize relationships between familiar objects by sorting objects into basic categories.</p>	<p><b>Level IV Students will:</b>  <b>EEL.K.5.a.</b> Recognize relationships between familiar objects by sorting objects into multiple categories.</p> <p><b>Level III Students will:</b>  <b>EEL.K.5.a.</b> Recognize relationships between familiar objects by sorting objects into basic categories.</p> <p><b>Level II Students will:</b>  <b>EEL.K.5.a.</b> Given two categories, place a familiar object in the correct category.</p> <p><b>Level I Students will:</b>  <b>EEL.K.5.a.</b> Attend to the sorting of familiar objects into basic categories.</p>
<p><b>L.K.5.b.</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p><b>EELK.5.b.</b> Demonstrate emerging understanding of word relationships by identifying basic opposites (antonyms).</p>	<p><b>Level IV Students will:</b>  <b>EEL.K.5.b.</b> Demonstrate understanding of word relationships by identifying basic opposites (antonyms).  <i>Ex.</i> Given a basic word (e.g., cold, tall, full, dirty), identify the antonym (e.g., hot, short, empty, clean) from a variety of choices.</p> <p><b>Level III Students will:</b>  <b>EEL.K.5.b.</b> Demonstrate emerging understanding of word relationships by identifying basic opposites (antonyms).  <i>Ex.</i> Given a picture (e.g., tall person), match with a picture-word card of the antonym (e.g., a short person).</p> <p><b>Level II Students will:</b>  <b>EEL.K.5.b.</b> Using objects, demonstrate an emerging understanding of word relationships by identifying a basic opposite (antonym).  <i>Ex.</i> Given objects (e.g., hat, house), demonstrate the antonym (e.g., The teacher says, “Put the hat <i>on</i> your head. Take the hat <i>off</i> your head.”).</p> <p><b>Level I Students will:</b>  <b>EEL.K.5.b.</b> Attend to peers matching basic opposites.</p>
<p><b>L.K.5.c.</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p><b>EELK.5.c.</b> Make real-life connections between familiar words and familiar surroundings.</p>	<p><b>Level IV Students will:</b>  <b>EEL.K.5.c.</b> Make real-life connections between words and surroundings.  <i>Ex.</i> Given a familiar object, choose an adjective that describes the object from a variety of choices (e.g., different colors, textures, or temperatures).</p> <p><b>Level III Students will:</b></p>

		<p><b>EEL.K.5.c.</b> Make real-life connections between familiar words and familiar surroundings.  <i>Ex.</i> Point to objects in the classroom that match a given adjective (e.g., different colors, textures, or temperatures).</p> <p><b>Level II Students will:</b>  <b>EEL.K.5.c.</b> Match a familiar adjective with a familiar object.  <i>Ex.</i> Given a familiar adjective (e.g., cold, soft, wet), touch the object that matches the adjective (e.g., ice cube, stuffed animal, water).</p> <p><b>Level I Students will:</b>  <b>EEL.K.5.c.</b> Attend to peers making real-life connections between a familiar word and a familiar surrounding.  <i>Ex.</i> Attend to peers matching objects to adjectives.</p>
<p><b>L.K.5.d.</b> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p><b>EELK.5.d.</b> Act out familiar verbs that describe the same general action to demonstrate an emerging understanding of shades of meaning.</p>	<p><b>Level IV Students will:</b>  <b>EEL.K.5.d.</b> Act out verbs that describe the same general action to demonstrate an emerging understanding of shades of meaning.  <i>Ex.</i> Given verbs (e.g., run, jog), student demonstrates an emerging understand by acting out the verbs.</p> <p><b>Level III Students will:</b>  <b>EEL.K.5.d.</b> Act out familiar verbs that describe the same general action to demonstrate an emerging understanding of shades of meaning.  <i>Ex.</i> Given familiar verbs (e.g., jump, hop), student demonstrates an emerging understand by acting out the verbs.</p> <p><b>Level II Students will:</b>  <b>EEL.K.5.d.</b> Imitate a peer that is acting out familiar verbs that describe the same general action to demonstrate an emerging understanding of shades of meaning.  <i>Ex.</i> Given familiar verbs (e.g., walk, strut), student demonstrates an emerging understand by imitating another student acting out the verbs.</p> <p><b>Level I Students will:</b>  <b>EEL.K.5.d.</b> Attend to a peer that is acting out familiar verbs that describe the same general action.  <i>Ex.</i> Given familiar verbs (e.g., walk, strut), student attends to another student acting out the verbs.</p>
<p><b>Vocabulary Acquisition and Use.</b></p> <p><b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>EEL.K.6.</b> Use words acquired through conversations or during shared reading activities.</p>	<p><b>Level IV Students will:</b>  <b>EEL.K.6.</b> Use words or phrases acquired through conversations or during shared reading activities.  <i>Ex.</i> Use a greeting (e.g., How are you today?) acquired through repeated conversations.  <i>Ex.</i> After a shared reading of a familiar text (e.g., <i>Brown Bear, Brown Bear</i>), retains and uses a repeated phrase (e.g., I see a _____).  <i>Ex.</i> After a shared reading of an informational text, identify and use vocabulary words that are on the word wall.</p> <p><b>Level III Students will:</b>  <b>EEL.K.6.</b> Use words acquired through conversations or during shared reading activities.  <i>Ex.</i> After a shared reading or watching a movie, student uses names of characters during conversation.</p> <p><b>Level II Students will:</b>  <b>EEL.K.6.</b> Recognize a word acquired through conversations or during shared reading.  <i>Ex.</i> Given a transitional word (e.g., lunch, recess, bathroom, work), the student picks the related icon on the visual schedule.</p> <p><b>Level I Students will:</b>  <b>EEL.K.6.</b> Attend to a word acquired during shared reading.  <i>Ex.</i> Student attends to a word on the word wall from a shared reading.</p>



# 2014/16 WYOMING ENGLISH LANGUAGE ARTS EXTENDED STANDARDS AND ACHIEVEMENTS DESCRIPTORS FOR GRADE 1

2012 WyCPS ELA Standards	2014 Wyoming Content Extended Standards <small>EE = Essential Element</small>	Instructional Achievement Level Descriptors
<b>Reading (Literature)</b>		
<b>Key Ideas and Details.</b>		
<b>RL.1.1.</b> Ask and answer questions about key details in a text.	<b>EERL.1.1.</b> Ask or answer questions about details in a familiar story.	<p><b>Level IV Students will:</b>  <b>EERL.1.1.</b> Ask and answer questions about key details in a familiar story.  <i>Ex.</i> Ask and answer questions (e.g., What is the problem in the story?) about key details in their independent reading selection (e.g., <i>Are You My Mother?</i>).</p> <p><b>Level III Students will:</b>  <b>EERL.1.1.</b> Ask or answer questions about details in a familiar story.  <i>Ex.</i> Turn to the part of the book where a key detail is written about or depicted in the illustrations to ask or answer a question.  <i>Ex.</i> While listening to a familiar story, point to pictures in the book that identify key details from the story (e.g., “Show me what the man drove.”).</p> <p><b>Level II Students will:</b>  <b>EERL.1.1.</b> Answer a question about a detail in a familiar text.  <i>Ex.</i> After reading a familiar story (e.g., <i>Frog and Toad Together</i>), the teacher relates the book to the classroom surroundings, (e.g., The teacher says, “We have a frog just like the frog in the book in our aquarium. Can you show me the frog?”).  <i>Ex.</i> Point to pictures or objects that are related to details in familiar stories. (e.g., Point to the picture or object in <i>Little Bear</i> that shows what he is wearing that is keeping him warm in the snow).</p> <p><b>Level I Students will:</b>  <b>EERL.1.1.</b> Given a variety of choices, attend to a familiar object or picture that relates to a detail in a familiar story.  <i>Ex.</i> After a shared reading, attend to a familiar object or picture that is related to a detail (e.g., Student attends to a coat or picture of a coat after reading <i>Little Bear</i>).</p>
<b>RL.1.2.</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>EERL.1.2.</b> Retell one detail from a familiar story that supports the central message or lesson.	<p><b>Level IV Students will:</b>  <b>EERL.1.2.</b> Retell details from a familiar story that support the central message or lesson.  <i>Ex.</i> Retell important details from a story (e.g., a fable or folktale) that support a central lesson (e.g., Retell important details in <i>The Ant and the Grasshopper</i> to support the lesson of “Be prepared.”).</p> <p><b>Level III Students will:</b>  <b>EERL.1.2.</b> Retell one detail from a familiar story that supports the central message or lesson.  <i>Ex.</i> After a shared reading of a familiar story, retell one important detail from the story that supports the central lesson (e.g., Retell the part about the hare falling asleep in <i>The Tortoise and the Hare</i> and how this supports the lesson of “Slow and steady wins the race.”).</p> <p><b>Level II Students will:</b>  <b>EERL.1.2.</b> Given a variety of choices, choose one detail from a familiar story that supports the central message or lesson.</p>

		<p>Ex. Given pictures from a familiar story (e.g., the ant gathering food and other unrelated pictures), the student selects the picture that supports the central message of the story.</p> <p><b>Level I Students will:</b>  <b>EERL.1.2.</b> Attend to a detail from a familiar story that supports the central message or lesson.  Ex. Given pictures or objects from a familiar story (e.g., the ant gathering food and other unrelated pictures), attend to peers selecting the picture that supports the central message of the story.</p>
<p><b>RL.1.3.</b> Describe characters, settings, and major events in a story, using key details.</p>	<p><b>EERL.1.3.</b> Describe a character, setting, or major event in a familiar story.</p>	<p><b>Level IV Students will:</b>  <b>EERL.1.3.</b> Describe characters, settings, and major events in a story.  Ex. Describe a main character, setting, and major event from their independent reading book using a list of familiar adjectives.</p> <p><b>Level III Students will:</b>  <b>EERL.1.3.</b> Describe a character, setting, or major event in a familiar story.  Ex. Describe a main character, setting, or a major event after a shared reading of a familiar story using a list of familiar adjectives.</p> <p><b>Level II Students will:</b>  <b>EERL.1.3.</b> Identify a character or setting in a familiar story.  Ex. Identify characters and settings from a familiar story when given a variety of choices (e.g., pictures, objects, symbols, or print).  Ex. Pick out the character and setting of a familiar story when given choices (e.g., Clifford lives on Birdwell Island with Emily Elizabeth. The Berenstain Bears live in the woods in Bear Country.).  Ex. After listening to a familiar story (e.g., <i>Horton Hears a Who</i>) and given three pictures, pick the elephant as the main character.</p> <p><b>Level I Students will:</b>  <b>EERL.1.3.</b> Attend to a character in a familiar story.  Ex. During a shared reading of a familiar story, look at or touch the pictures that show a character.</p>
<p><b>Craft and Structure.</b></p> <p><b>RL.1.4.</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p><b>EERL.1.4.</b> Identify words or phrases that show feelings in familiar stories or poems.</p>	<p><b>Level IV Students will:</b>  <b>EERL.1.4.</b> Identify words and phrases that show feelings in stories or poems.  Ex. After hearing a story (e.g., <i>The Pout-Pout Fish</i> or <i>Green Eggs and Ham</i>) or poem (e.g., “April Rain Song” by Langton Hughes) for the first time, identify words and phrases that show how the main character or speaker was feeling (e.g., sad, happy, mad, hungry, tired, etc.).</p> <p><b>Level III Students will:</b>  <b>EERL.1.4.</b> Identify words or phrases that show feelings in familiar stories or poems.  Ex. Match a sensory or feeling word or phrase to the correct illustration from a story.  Ex. After a shared reading of a familiar story (e.g., <i>Are You My Mother?</i>) or poem (“Laughing Boy” by Richard Wright), identify words or phrases that show how a character was feeling (e.g., sad, happy, mad, hungry, tired, etc.).  Ex. While listening to a story, signal when a feeling word is read.</p> <p><b>Level II Students will:</b>  <b>EERL.1.4.</b> Given a variety of choices, identify a word that shows a feeling in a familiar story.  Ex. After reading a familiar story (e.g., <i>The Very Hungry Caterpillar</i>), pick a feeling (e.g., hungry) from three options when asked (e.g., “How was the caterpillar feeling?”).  Ex. Given a picture book that includes illustrations that depict different feelings (e.g., <i>Today, I Feel Silly: And Other Moods That Make My Day</i>), identify the feelings as they are depicted.  Ex. Choose from two pictures to identify a sensory or feeling word from the story.</p>

		<p><b>Level I Students will:</b>  <b>EERL.1.4.</b> Attend to a word or picture that shows a feeling in a familiar story.  <i>Ex. Attend to an illustration that shows a feeling in a picture book (e.g., <i>Today, I Feel Silly: And Other Moods That Make My Day</i>).</i></p>
<p><b>RL.1.5.</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p><b>EERL.1.5.</b> Identify one difference between a familiar story and an informational text.</p>	<p><b>Level IV Students will:</b>  <b>EERL.1.5.</b> Identify differences between familiar stories and informational texts.  <i>Ex. Identify a few differences (e.g., photos instead of illustrations, amount of text) between a story about a caterpillar (e.g., <i>The Very Hungry Caterpillar</i>) and an informational text (e.g., a text about the life cycle of a butterfly).</i></p> <p><b>Level III Students will:</b>  <b>EERL.1.5.</b> Identify one difference between a familiar story and an informational text.  <i>Ex. After shared readings, identify one difference between a story about a dog (e.g., <i>Clifford</i>) and an informational text about a dog.</i></p> <p><b>Level II Students will:</b>  <b>EERL.1.5.</b> Given two texts, point to either a familiar story or an informational text when prompted.  <i>Ex. Given a few choices, select an informational text when asked to find a book about a specific topic (e.g., cats).</i>  <i>Ex. Given a variety of reading materials (e.g., stories, magazines, and newspapers), select a story when asked.</i></p> <p><b>Level I Students will:</b>  <b>EERL.1.5.</b> Attend to peers choosing a familiar story or an informational text when prompted.</p>
<p><b>RL.1.6.</b> Identify who is telling the story at various points in a text.</p>	<p><b>RL.1.6.</b> Identify which character is telling a familiar story.</p>	<p><b>Level IV Students will:</b>  <b>EERL.1.6.</b> Identify which character is telling a familiar story at various points in a text.  <i>Ex. After listening to a familiar story (e.g., <i>The Cat in the Hat</i>), identify which character is telling the story at the beginning, middle, and end.</i>  <i>Ex. Given a line from a story that has been read to them, identify the name of the character who is saying that line.</i>  <i>Ex. After reading a familiar story (e.g., <i>The Three Little Pigs</i>), identify the character that said a part of the text (e.g., Identify that the Wolf said, "I'll huff, and I'll puff, and I'll blow your house down.")</i></p> <p><b>Level III Students will:</b>  <b>EERL.1.6.</b> Identify which character is telling a familiar story.  <i>Ex. Identify the correct character (e.g., <i>Little Bear</i>) when asked a question about who is telling a part of the story, (e.g., "Who said he is cold?").</i>  <i>Ex. Say the name of the character who is speaking as a familiar story (e.g., <i>Put Me in the Zoo</i>) is being read.</i></p> <p><b>Level II Students will:</b>  <b>EERL.1.6.</b> Given a variety of choices, identify which character is telling a familiar story.  <i>Ex. Given a choice of characters (e.g., pictures or a list of characters) in a familiar story, select the one who is speaking as the story is being read.</i>  <i>Ex. Use one illustration from a page of a story as it is being read to indicate who is speaking on that page.</i></p> <p><b>Level I Students will:</b>  <b>EERL.1.6.</b> Attend to the character telling a familiar story.  <i>Ex. Attend to an illustration or object that represents the main character that is telling the story as the story is being read.</i></p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RL.1.7.</b> Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p><b>RL.1.7.</b> Identify illustrations or details that describe characters, setting, or events in a familiar story.</p>	<p><b>Level IV Students will:</b>  <b>EERL.1.7.</b> Identify illustrations and details that describe characters, setting, or events in a story.</p>

		<p>Ex. After reading a book (e.g., <i>King Bidgood's in the Bathtub</i> or <i>Family Pictures</i> by Carmen Lomas Garza), choose illustrations or details that best describe a main character in the book.</p> <p><b>Level III Students will:</b>  <b>EERL.1.7.</b> Identify illustrations or details that describe characters, setting, or events in a familiar story.  Ex. After the shared reading of a familiar story (e.g., <i>Heckedy Peg</i> or <i>The Best Nest</i>), choose one illustration or detail that describes a character in the book.  Ex. During shared reading, signal to the teacher when a detail that describes an event is read.</p> <p><b>Level II Students will:</b>  <b>EERL.1.7.</b> Given a variety of choices, identify one illustration or detail that describes a character in a familiar story.  Ex. After a shared reading of a familiar story (e.g., <i>The Berenstain Bears Go to Camp</i>) and given two choices, point to the illustration (e.g., picture of Papa Bear) that describes a character.  Ex. Given a variety of choices, choose one detail that describes a character in a familiar story.</p> <p><b>Level I Students will:</b>  <b>EERL.1.7.</b> Attend to an illustration or detail that describes a character in a familiar story. .  Ex. During a shared reading of a familiar story (e.g., <i>The Berenstain Bears Go to Camp</i>), look at or touch the illustrations in the story that show characters (e.g. pictures of the bears).</p>
<b>RL.1.8.</b> (Not applicable to literature)	<b>EERL.1.8.</b> (Not applicable to literature)	<b>EERL.1.8.</b> (Not applicable to literature)
<b>RL.1.9.</b> Compare and contrast the adventures and experiences of characters in stories.	<b>EERL.1.9.</b> Compare or contrast the experiences of two main characters of a familiar story.	<p><b>Level IV Students will:</b>  <b>EERL.1.9.</b> Compare and contrast the experiences of two main characters of a familiar story.  Ex. After reading a familiar story with two main characters (e.g., <i>Frog and Toad Together</i>), identify a similarity and difference between their adventures in the story.</p> <p><b>Level III Students will:</b>  <b>EERL.1.9.</b> Compare or contrast the experiences of two main characters of a familiar story.  Ex. After reading a familiar story with two main characters (e.g., <i>City Mouse and Country Mouse</i> by Rozanne Lanczak Williams), identify one similarity or difference between the experiences of two characters.</p> <p><b>Level II Students will:</b>  <b>EERL.1.9.</b> Given choices, identify a similarity between the experiences of two main characters of a familiar story.  Ex. After a shared reading of a familiar story with two main characters (e.g., <i>The Three Little Pigs</i>) and given choices of similarities (e.g., pictures of houses), choose pictures of the destroyed houses of the first and second pig.</p> <p><b>Level I Students will:</b>  <b>EERL.1.9.</b> Attend to a peer identifying a similarity between the experiences of two main characters of a familiar story.</p>
<b>Range of Reading and Level of Text Complexity.</b>  <b>RL.1.10.</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>EERL.1.10.</b> Engage in group reading activities based on prose and poetry of appropriate complexity for grade 1.	<p><b>Level IV Students will:</b>  <b>EERL.1.10.</b> Actively engage in group reading activities based on prose and poetry of appropriate complexity for grade 1.</p> <p><b>Level III Students will:</b></p>

		<p><b>EERL.1.10.</b> Engage in group reading activities based on prose and poetry of appropriate complexity for grade 1.</p> <p><b>Level II Students will:</b>  <b>EERL.1.10.</b> Engage in group reading activities based on prose or poetry of appropriate complexity for grade 1.</p> <p><b>Level I Students will:</b>  <b>EERL.1.10.</b> Attend to group reading activities based on prose or poetry of appropriate complexity for grade 1.</p>
<b>Reading (Informational Text)</b>		
<b>Key Ideas and Details.</b>		
<b>RI.1.1.</b> Ask and answer questions about key details in a text.	<b>EERI.1.1.</b> Ask or answer questions about details in a familiar text.	<p><b>Level IV Students will:</b>  <b>EERI.1.1.</b> Ask and answer questions about key details in a familiar text.  <i>Ex.</i> Ask and answer questions (e.g., What part of an apple tree holds the seeds?) about key details in their independent reading selection (e.g., <i>A Tree Is a Plant</i>).</p> <p><b>Level III Students will:</b>  <b>EERI.1.1.</b> Ask or answer questions about details in a familiar text.  <i>Ex.</i> Turn to the part of the familiar, informational text (e.g., <i>My Five Senses</i>) where a detail is written about or depicted in the illustrations to ask or answer a question.  <i>Ex.</i> While listening to a familiar text (e.g., <i>My Five Senses</i>), point to related pictures to ask or answer a question (e.g., “Show me the part of the body that helps you to smell.”).</p> <p><b>Level II Students will:</b>  <b>EERI.1.1.</b> Answer a question about a detail in a familiar text.  <i>Ex.</i> Answer a question related to a detail in a familiar text when given a variety of choices (e.g., pictures, objects, symbols, and print).  <i>Ex.</i> After reading a familiar, informational text (e.g., <i>Water, Water Everywhere</i>), the teacher relates the book to the classroom surroundings, (e.g., The teacher says, “We have water in many places in our classroom. Can you show me one place we have water in our classroom?”).  <i>Ex.</i> Point to pictures or objects that are related to details in familiar texts (e.g., Point to a picture in the book or touch a related object [a seed] while reading <i>A Tree is a Plant</i>).</p> <p><b>Level I Students will:</b>  <b>EERI.1.1.</b> Attend to an object or picture related to a detail in a familiar text.  <i>Ex.</i> After teachers read a variety of details, the student attends to a familiar object or picture that is related to the detail (e.g., Student attends to a leaf or a picture of a leaf after reading <i>A Tree is a Plant</i>).</p>
<b>RI.1.2.</b> Identify the main topic and retell key details of a text.	<b>EERI.1.2.</b> Identify the main topic of a familiar text.	<p><b>Level IV Students will:</b>  <b>EERI.1.2.</b> Identify the main topic and retell one key detail of a text.  <i>Ex.</i> After reading a text (e.g., <i>Let’s Find Out About Ice Cream</i>), identify the main topic (e.g., how ice cream is made) and retell one key detail (e.g., The milk in ice cream comes from cows).</p> <p><b>Level III Students will:</b>  <b>EERI.1.2.</b> Identify the main topic of a familiar text.  <i>Ex.</i> After a shared reading of a familiar text (e.g., <i>Fire! Fire!</i>), identify the main topic (e.g., how to stay safe if there is a fire).</p> <p><b>Level II Students will:</b>  <b>EERI.1.2.</b> Given a variety of choices, identify the main topic of a familiar text.</p>

		<p>Ex. Given a picture or word bank (e.g., pictures of different plants and animals), choose the main topic (e.g., pumpkin plant) of a familiar text (e.g., <i>From Seed to Pumpkin</i>) that has been read aloud.</p> <p><b>Level I Students will:</b>  <b>EERI.1.2.</b> Attend to the main topic of a familiar text.  Ex. Given a familiar text about animals in the zoo, look at or touch the pictures of the animals.  Ex. After listening to a familiar text (e.g., <i>My Five Senses</i>), touch or look at the body parts (e.g., nose, eyes) on a doll.</p>
<p><b>RI.1.3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>EERI.1.3.</b> Make a connection between two ideas or pieces of information in a familiar text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.1.3.</b> Make a connection between two individuals, events, ideas, or pieces of information in a text.  Ex. Make a connection between a seed and a plant after reading a text about plants (e.g., <i>From Seed to Pumpkin</i> or <i>A Tree is a Plant</i>).  Ex. Make a connection between two animals (e.g., what they eat, how they use different parts of their body, where they live) after reading a text about animals (e.g., <i>What Do You Do With a Tail Like This?</i>).</p> <p><b>Level III Students will:</b>  <b>EERI.1.3.</b> Make a connection between two ideas or pieces of information in a familiar text.  Ex. After a shared reading of a familiar text (e.g., <i>Here is the Tropical Rain Forest</i> by Madeleine Dunphy), make a connection between two animals (e.g., sloth and monkey) or plants in the book.</p> <p><b>Level II Students will:</b>  <b>EERI.1.3.</b> Given a variety of choices, make a connection between two pieces of information in a familiar text.  Ex. After a shared reading of a familiar text (e.g., <i>Let's Find Out About Ice Cream</i>), match related pictures to show a connection (e.g., From a variety of picture, student chooses and matches a picture of ice cream with a cow and machines from the book).</p> <p><b>Level I Students will:</b>  <b>EERI.1.3.</b> Attend to a connection between two pieces of information in a familiar text.  Ex. Student attends to a teacher or peer matching pictures or words from a text to show a connection.</p>
<p><b>Craft and Structure.</b></p> <p><b>RI.1.4.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p><b>EERI.1.4.</b> Ask or answer questions about a new word in a text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.1.4.</b> Ask and answer questions about a new word or phrase in a text.  Ex. Using illustrations, ask and answer a question about a new word (e.g. "What do <i>roots</i> do for a pumpkin plant?).  Ex. After reading an informational brochure (e.g., a brochure about apple orchards), answer a question (e.g., What is an <i>orchard</i>?).</p> <p><b>Level III Students will:</b>  <b>EERI.1.4.</b> Ask or answer questions about a new word in a text.  Ex. After a shared reading of a new, informational text (e.g., <i>Amazing Whales</i>), ask or answer questions about a new word (e.g., whale, ocean, beach, fin).</p> <p><b>Level II Students will:</b>  <b>EERI.1.4.</b> Answer one question about a new word in a text.  Ex. Point to the picture of a new word (e.g., pumpkin) after reading a related text (e.g., <i>From Seed to Pumpkin</i>).</p> <p><b>Level I Students will:</b>  <b>EERI.1.4.</b> Attend to an object or picture related to a new word in a text.  Ex. Touch an object (e.g., pumpkin, water, leaf) after reading a related text (e.g., <i>From Seed to Pumpkin</i> or <i>Water, Water Everywhere</i>).  Ex. Attend to illustrations or pictures from a text about animals.</p>

<p><b>RI.1.5.</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p><b>EERI.1.5.</b> Use text features (e.g., table of contents, glossary, charts, or icons) to locate key facts and information in a familiar text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.1.5.</b> Use text features (e.g., table of contents, glossary, charts, or icons) to locate key facts and information in a text.  <i>Ex.</i> Using the glossary in a text (e.g., <i>Exploring Seeds</i> by Kristin Sterling), find the meaning of a new word (e.g., word in bold or highlighted text).  <i>Ex.</i> Using the table of contents in a text (e.g., <i>I Wonder Why Spiders Spin Webs and Other Questions About Creepy Crawlies</i> by Amanda O'Neill), find the section of the book that talks about a specific topic (e.g., What is a bug?).</p> <p><b>Level III Students will:</b>  <b>EERI.1.5.</b> Use text features (e.g., table of contents, glossary, charts, or icons) to locate key facts and information in a familiar text.  <i>Ex.</i> Using a chart in a familiar text (e.g., <i>My Five Senses</i>), locate multiple facts (e.g., different sense icons [nose, ear, eye] with their related pictures).</p> <p><b>Level II Students will:</b>  <b>EERI.1.5.</b> Use one text feature (e.g., glossary, charts, or icons) to locate information in a familiar text.  <i>Ex.</i> Using a classroom chart (e.g., life cycle of a plant), locate one fact (e.g., the first step in growing a plant).</p> <p><b>Level I Students will:</b>  <b>EERI.1.5.</b> Attend to one text feature (e.g., glossary, charts, or icons) to locate information in a familiar text.  <i>Ex.</i> Look at the calendar during a calendar activity.  <i>Ex.</i> Attend to a classroom chart (e.g., life cycle of a plant, shapes, colors, or numbers).</p>
<p><b>RI.1.6.</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p><b>EERI.1.6.</b> Compare information provided by pictures or illustrations and information provided by the words in a familiar text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.1.6.</b> Compare information provided by pictures or illustrations and information provided by the words in a text.  <i>Ex.</i> Compare information (e.g., written directions for fire exit) and an illustration or map (e.g., building fire map) to learn the correct exit.  <i>Ex.</i> Compare a diagram or chart with written text in a book (e.g., Compare the picture chart with written text in <i>Let's Find Out About Ice Cream</i>).</p> <p><b>Level III Students will:</b>  <b>EERI.1.6.</b> Compare information provided by pictures or illustrations and information provided by the words in a familiar text.  <i>Ex.</i> Compare the icons on a familiar chart (e.g., visual schedule or lunch menu) to the words on a written chart (e.g. written schedule or written lunch menu).</p> <p><b>Level II Students will:</b>  <b>EERI.1.6.</b> Given a variety of choices, match the picture, illustration, or words in a familiar text with the correct information.  <i>Ex.</i> After reading the weather forecast, student points to the correct icon on a classroom weather map (e.g., sun, cloud, snowflake).</p> <p><b>Level I Students will:</b>  <b>EERI.1.6.</b> Attend to the picture, illustration, or words in a familiar text that give the correct information.  <i>Ex.</i> Attend to icons or objects on a visual schedule.</p>
<p><b>Integration and knowledge and Ideas.</b></p> <p><b>RI.1.7.</b> Use the illustrations and details in a text to describe its key ideas.</p>	<p><b>EERI.1.7.</b> Identify the illustrations or details in a familiar text that describe one key idea.</p>	<p><b>Level IV Students will:</b>  <b>EERI.1.7.</b> Identify the illustrations and details in a familiar text that describe key ideas.  <i>Ex.</i> Point to the part of the illustration or diagram (e.g., diagram of a plant) to answer a question about key details (e.g., What part of the plant takes up water? What part of the plant needs sunlight?).</p> <p><b>Level III Students will:</b>  <b>EERI.1.7.</b> Identify the illustrations or details in a familiar text that describe one key idea.</p>

		<p><i>Ex.</i> Point to the part of the illustration or diagram (e.g., diagram of a rainforest) to answer a question about a key detail (e.g., Which animals live in trees?).</p> <p><b>Level II Students will:</b>  <b>EERI.1.7.</b> Given a variety of choices, match one illustration or detail in a familiar text with one key idea.  <i>Ex.</i> After reading a text about seasons, match the picture or object (e.g., hat, gloves, coat) with the correct picture or text about a season (e.g., winter).</p> <p><b>Level I Students will:</b>  <b>EERI.1.7.</b> Attend to an illustration or detail in a familiar text that describes one key idea.  <i>Ex.</i> Look at the illustrations that the teacher points to as the text is read.</p>
<b>RI.1.8.</b> Identify the reasons an author gives to support points in a text.	<b>EERI.1.8.</b> Identify a reason an author gives to support the main point of a familiar text.	<p><b>Level IV Students will:</b>  <b>EERI.1.8.</b> Identify reasons an author gives to support the main point of a text.  <i>Ex.</i> Given the main idea of the text (e.g., <i>How People Learned to Fly</i>), identify reasons the author gives to support the main idea (e.g., watching birds, kites, and paper airplanes fly).</p> <p><b>Level III Students will:</b>  <b>EERI.1.8.</b> Identify a reason an author gives to support the main point of a familiar text.  <i>Ex.</i> Given one main point of a familiar text (e.g., <i>Fire, Fire!</i>), identify one supporting detail (e.g., Give one way a fire can start).  <i>Ex.</i> Given a preprogrammed switch with a list of points made by the author of a text, activate the switch to participate in an activity listing the points that support the main idea.</p> <p><b>Level II Students will:</b>  <b>EERI.1.8.</b> Given a variety of choices, identify a reason an author gives to support the main point of a familiar text.  <i>Ex.</i> Given the main point of a familiar text (e.g., <i>A Tree Is a Plant</i>) and a variety of supporting reasons, choose the correct reason (e.g., A tree has leaves and roots.).  <i>Ex.</i> Given a preprogrammed switch with a list of points made by the author of a story text, activate the switch to participate in an activity listing the points.</p> <p><b>Level I Students will:</b>  <b>EERI.1.8.</b> Attend to a reason an author gives to support the main point of a familiar text.  <i>Ex.</i> Attend to the teacher or a peer listing reasons an author makes to support the main point of a familiar text.</p>
<b>RI.1.9.</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>EERI.1.9.</b> Identify a basic similarity or difference between two familiar texts on the same topic.	<p><b>Level IV Students will:</b>  <b>EERI.1.9.</b> Identify a basic similarity and difference between two texts on the same topic.  <i>Ex.</i> Compare and contrast two texts about trees (e.g., a tree in spring and a tree in winter) to identify a basic similarity and difference.</p> <p><b>Level III Students will:</b>  <b>EERI.1.9.</b> Identify a basic similarity or difference between two familiar texts on the same topic.  <i>Ex.</i> Compare two familiar texts about trains to identify a similarity or difference.</p> <p><b>Level II Students will:</b>  <b>EERI.1.9.</b> Given a variety of choices, identify a basic similarity or difference between two familiar texts on the same topic.  <i>Ex.</i> After a shared reading of two familiar texts about animals, choose from a variety of pictures or objects to show a similarity or difference.</p> <p><b>Level I Students will:</b>  <b>EERI.1.9.</b> Attend to a basic similarity or between two familiar texts on the same topic.</p>

<p><b>Range of Reading and Level of Text Complexity.</b></p> <p><b>RI.1.10.</b> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p><b>EERI.1.10.</b> Engage in group reading activities based on informational texts of appropriate complexity for grade 1.</p>	<p><i>Ex.</i> Attend to pictures or objects that show a similarity or difference between two familiar texts.</p> <p><b>Level IV Students will:</b>  <b>EERI.1.10.</b> Actively engage in group reading activities based on informational texts of appropriate complexity for grade 1.</p> <p><b>Level III Students will:</b>  <b>EERI.1.10.</b> Engage in group reading activities based on informational texts of appropriate complexity for grade 1.</p> <p><b>Level II Students will:</b>  <b>EERI.1.10.</b> Engage in small group reading activities based on informational texts of appropriate complexity for grade 1.</p> <p><b>Level I Students will:</b>  <b>EERI.1.10.</b> Attend to group reading activities based on informational texts of appropriate complexity for grade 1.</p>
<p><b>Reading (Foundational Skills)</b></p>		
<p><b>Print Concepts.</b></p> <p><b>RF.1.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>RF.1.1.a.</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><b>EERF.1.1.</b> Demonstrate an understanding of the features of basic print.</p> <p><b>EERF.1.1.a.</b> Recognize one important part of a sentence (e.g., capital letters, punctuation).</p>	<p><b>Level IV Students will:</b>  <b>EERF.1.1.a.</b> Recognize the important parts of a sentence (e.g., capital letters, punctuation).  <i>Ex.</i> Student identifies a capital letter and end punctuation of a sentence during shared reading.</p> <p><b>Level III Students will:</b>  <b>EERF.1.1.a.</b> Recognize one important part of a sentence (e.g., capital letters, punctuation).  <i>Ex.</i> Student identifies a capital letter of a sentence during shared reading.</p> <p><b>Level II Students will:</b>  <b>EERF.1.1.a.</b> Given a variety of choices, choose one important part of a sentence (e.g., capital letters).  <i>Ex.</i> From an assortment of uppercase and lowercase letters, student chooses the capital letter to match the capital letter of the sentence in the book.</p> <p><b>Level I Students will:</b>  <b>EERF.1.1.a.</b> Attend to one important part of a sentence (e.g., capital letters).  <i>Ex.</i> Student attends while teacher reads a book and points out the capital letter in the first sentence.</p>
<p><b>Phonological Awareness.</b></p> <p><b>RF.1.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>RF.1.2.a.</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p><b>EERF.1.2.</b> Demonstrate understanding of spoken words or sounds (phonemes).</p> <p><b>EERF.1.2.a.</b> Not Applicable***</p>	<p><b>EERF.1.2.a.</b> ***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<p><b>RF.1.2.b.</b> Orally produce single-syllable</p>	<p><b>EERF.1.2.b.</b> Orally produce a</p>	<p><b>Level IV Students will:</b></p>

<p>words by blending sounds (phonemes), including consonant blends.</p>	<p>single-syllable word by blending familiar sounds.</p>	<p><b>EERF.1.2.b.</b> Orally produce a single-syllable word by blending sounds.  <i>Ex.</i> Blend the sounds in many single-syllable words (e.g., /h/ /a/ /n/ /d/, shirt, bowl, etc.).</p> <p><b>Level III Students will:</b>  <b>EERF.1.2.b.</b> Orally produce a single-syllable word by blending familiar sounds.  <i>Ex.</i> Blend the sounds in familiar single-syllable words (e.g., /c/ /a/ /t/, sit, mud, etc.).</p> <p><b>Level II Students will:</b>  <b>EERF.1.2.b.</b> Imitate a single-syllable word by blending familiar sounds.  <i>Ex.</i> Teacher blends consonant-vowel-consonant (CVC) words (e.g., /c/ /a/ /t/, run, pet, hot), and student imitates.</p> <p><b>Level I Students will:</b>  <b>EERF.1.2.b.</b> Attend to spoken single-syllable word that blends familiar sounds.  <i>Ex.</i> Teacher blends CVC words (e.g., /c/ /a/ /t/, run, pet, hot), and student attends.</p>
<p><b>RF.1.2.c.</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p><b>EERF.1.2.c.</b> Isolate and pronounce initial or final sounds in a familiar, spoken, single-syllable word.</p>	<p><b>Level IV Students will:</b>  <b>EERF.1.2.c.</b> Isolate and pronounce initial and final sounds in a spoken, single-syllable word.  <i>Ex.</i> Identify consonant sounds during shared reading (e.g., The teacher shows the student an illustration of animals and says, “Can you tell me the beginning and ending sound in <i>pig</i>?”).</p> <p><b>Level III Students will:</b>  <b>EERF.1.2.c.</b> Isolate and pronounce initial or final sounds in a familiar, spoken, single-syllable word.  <i>Ex.</i> Identify consonant sounds during shared reading (e.g., The teacher shows student an illustration and says, “Look, there is a <i>pig</i>, a <i>cow</i>, and a <i>horse</i>. Which one starts with /c/ like <i>car</i>?”).</p> <p><b>Level II Students will:</b>  <b>EERF.1.2.c.</b> Imitate initial or final sounds in a familiar, spoken, single-syllable word.  <i>Ex.</i> During shared reading, student imitates a consonant that starts a word (e.g., The teacher shows the student an illustration and says, “Look, there is a /c/ <i>cow</i>,” and student imitates /c/.).</p> <p><b>Level I Students will:</b>  <b>EERF.1.2.c.</b> Attend to the initial sound in a familiar, spoken, single-syllable word.  <i>Ex.</i> Attend to teacher when the teacher says, “/p/ <i>pig</i>.”</p>
<p><b>RD.1.2.d.</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p><b>EERF.1.2.d.</b> Segment a familiar, spoken, single-syllable word into individual sounds.</p>	<p><b>Level IV Students will:</b>  <b>EERF.1.2.d.</b> Segment a spoken, single-syllable words into individual sounds.  <i>Ex.</i> Pick out words in a book they are reading and segment the words into sounds (e.g., house, sleep, mouse, etc. from <i>The Napping House</i>).</p> <p><b>Level III Students will:</b>  <b>EERF.1.2.d.</b> Segment a familiar, spoken, single-syllable word into individual sounds.  <i>Ex.</i> During shared reading of a familiar text student segments familiar words into individual sounds. (e.g., The teacher says, “Frosty the snowman is wearing a hat. Tell me the sounds in <i>hat</i>.” The student responds, “/h/ /a/ /t/.”).</p> <p><b>Level II Students will:</b>  <b>EERF.1.2.d.</b> Imitate a teacher or peer segmenting a familiar, spoken, single-syllable word into individual sounds.  <i>Ex.</i> The teacher shows picture-word cards of two items (e.g. snack options), segments the words, and the student repeats (e.g., “Today we have two choices: milk and juice. Can you say /m/ /i/ /l/ /k/?” The student responds by imitating /m/ /i/ /l/ /k/).</p>

		<p><b>Level I Students will:</b>  <b>EERF.1.2.d.</b> Attend to a teacher segmenting a familiar, spoken, single-syllable word into individual sounds.  <i>Ex.</i> The student attends when an object or picture-word card is presented and the teacher segments and says the related word (e.g., /h/ /a/ /n/ /d/).</p>
<p><b>Phonics and Word Recognition.</b></p> <p><b>RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.1.3.a.</b> Know the spelling-sound correspondences for common consonant digraphs.</p>	<p><b>EERF.1.3.</b> Use letter name and letter-sound knowledge to decode familiar words.</p> <p><b>EERF.1.3.a.</b> Identify common consonant digraphs.</p>	<p><b>Level IV Students will:</b>  <b>EERF.1.3.a.</b> Identify the spelling-sound correspondences for common consonant digraphs.  <i>Ex.</i> Given a variety of words (e.g., ship, what, chair, they), spell the digraph at the beginning of each word (e.g., <i>sh, ch</i>).</p> <p><b>Level III Students will:</b>  <b>EERF.1.3.a.</b> Identify and produce common consonant digraphs.  <i>Ex.</i> Given a variety of similar words (e.g., they, that, them or ship, she, should), the student identifies and repeats the digraph (e.g., <i>th</i> or <i>sh</i>).</p> <p><b>Level II Students will:</b>  <b>EERF.1.3.a.</b> Match common consonant digraphs with the correct picture.  <i>Ex.</i> Match the picture-word card with the correct digraph (e.g., chair card with <i>ch</i> and whale card to <i>wh</i>).</p> <p><b>Level I Students will:</b>  <b>EERF.1.3.a.</b> Attend to peers matching common consonant digraphs with the correct picture.</p>
<p><b>RF.1.3.b.</b> Decode regularly spelled one-syllable words.</p>	<p><b>EERF1.3.b.</b> Decode common regularly spelled one-syllable words.</p>	<p><b>Level IV Students will:</b>  <b>EERF1.3.b.</b> Decode regularly spelled one-syllable words.  <i>Ex.</i> Student reads a book and decodes the words highlighted by teacher that are regularly spelled, one-syllable words.</p> <p><b>Level III Students will:</b>  <b>EERF1.3.b.</b> Decode common, regularly spelled one-syllable words.  <i>Ex.</i> Teacher points to words on word wall that are common, regularly spelled one-syllable words, and student reads the words.</p> <p><b>Level II Students will:</b>  <b>EERF1.3.b.</b> Decode a common, regularly spelled one-syllable word.  <i>Ex.</i> On a predictable writing chart, the teacher points to a sentence (e.g., The sun is up.) Student decodes a word (e.g., <i>sun, is, or up</i>).</p> <p><b>Level I Students will:</b>  <b>EERF1.3.b.</b> Attend to peers or an adult decoding a common, regularly spelled one-syllable word.</p>
<p><b>RF.1.3.c.</b> Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p><b>EERF.1.3.c.</b> Know final -e conventions for representing common long vowel sounds.</p>	<p><b>Level IV Students will:</b>  <b>EERF.1.3.c.</b> Know final -e conventions or a common vowel team convention for representing long vowel sounds.  <i>Ex.</i> Pick out words in text as they are reading and identify the long vowel sounds. (e.g., cake, bake, bike or the /long e/ sound in meat, heat, team).</p> <p><b>Level III Students will:</b>  <b>EERF.1.3.c.</b> Know final -e conventions for representing common long vowel sounds.  <i>Ex.</i> Find final -e words on a chart in the classroom (e.g., like, make, home, state, joke, etc.).</p> <p><b>Level II Students will:</b>  <b>EERF.1.3.c.</b> Know one final -e convention for representing common long vowel sounds.  <i>Ex.</i> Point to words (e.g., make, cake, rate, or babe) when asked to find a word with the final -e rule using the long a sound.</p>

		<p><b>Level I Students will:</b>  <b>EERF.1.3.c.</b> Attend to one final -e convention for representing common long vowel sounds.  <i>Ex.</i> Attend to a picture of a word (e.g., home) as the word is spoken to demonstrate the final -e rule.</p>
<p><b>RF.1.3.d.</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><b>RF.1.3.e.</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p><b>RF1.3.f.</b> Read words with inflectional endings.</p>	<p><b>EERF.1.3.d-f.</b> Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for these standards that are appropriate for students with significant cognitive disabilities.</p>
<p><b>RF.1.3.g.</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>EERF.1.3.g.</b> Recognize or read common, irregularly spelled words.</p>	<p><b>Level IV Students will:</b>  <b>EERF.1.3.g.</b> Recognize and read common, irregularly spelled words.  <i>Ex.</i> Students read common irregularly spelled words in a text (e.g., was, saw, they, who, of, night, what, said, are, etc.).</p> <p><b>Level III Students will:</b>  <b>EERF.1.3.g.</b> Recognize or read common, irregularly spelled words.  <i>Ex.</i> Student will point to common irregularly spelled words in a text after the teacher reads a phrase or sentence (e.g., was, saw, they, who, of, what, said, are, etc.).</p> <p><b>Level II Students will:</b>  <b>EERF.1.3.g.</b> Recognize or read one common, irregularly spelled word.  <i>Ex.</i> Recognize or read a common, irregularly spelled word in the classroom (e.g., <i>who</i> on the classroom chart, “<i>Who</i> is here today?”).</p> <p><b>Level I Students will:</b>  <b>EERF.1.3.g.</b> Attend to one common, irregularly spelled word.  <i>Ex.</i> Student will attend to peers or teacher reading a common, irregularly spelled word on the word wall.</p>
<p><b>Fluency</b></p> <p><b>RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RF.1.4.a.</b> Read on-level text with purpose and understanding.</p>	<p><b>EERF.1.4.</b> Read a familiar text to demonstrate fluency and comprehension.</p> <p><b>EERF.1.4.a.</b> Read a familiar text with purpose and understanding.</p>	<p><b>Level IV Students will:</b>  <b>EERF.1.4.a.</b> Read familiar texts with purpose and understanding.  <i>Ex.</i> Read familiar texts to find the main idea.  <i>Ex.</i> Answer questions after reading familiar texts.</p> <p><b>Level III Students will:</b>  <b>EERF.1.4.a.</b> Read a familiar text with purpose and understanding.  <i>Ex.</i> Read a familiar text to sequence the events in the story.  <i>Ex.</i> Answer one question after reading a familiar text.</p> <p><b>Level II Students will:</b>  <b>EERF.1.4.a.</b> With a peer, read a familiar text with purpose and understanding.  <i>Ex.</i> Choose a picture to answer a question after reading a familiar text with a peer.</p>

		<p><b>Level I Students will:</b>  <b>EERF.1.4.a.</b> Attend to an adult or peer reading a familiar text with purpose and understanding.  <i>Ex. Attend to a familiar text at their ability level (e.g., eye gaze, gesture, vocalization, or use of an augmentative communication device).</i></p>
<p><b>RF.1.4.b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>EERF.1.4.b.</b> Read a familiar text orally with accuracy and expression on successive readings.</p>	<p><b>Level IV Students will:</b>  <b>EERF.1.4.b.</b> Read a text orally with accuracy and expression on successive readings.  <i>Ex. Read a text (e.g., <i>We're Going on a Bear Hunt</i>) and express emotion (e.g., fear when seeing the bear).</i></p> <p><b>Level III Students will:</b>  <b>EERF.1.4.b.</b> Read a familiar text orally with accuracy and expression on successive readings.  <i>Ex. Read a familiar text (e.g., <i>Put Me in the Zoo</i>) and laugh while reading the humorous parts.</i></p> <p><b>Level II Students will:</b>  <b>EERF.1.4.b.</b> Read a portion of a familiar text orally with accuracy and expression on successive readings.  <i>Ex. Read a portion of a repetitive text (e.g., <i>Green Eggs and Ham</i>), and fill in the repeated phrase (e.g., I do not like _____) with expression.</i></p> <p><b>Level I Students will:</b>  <b>EERF.1.4.b.</b> Attend to an adult or peer reading a familiar text orally with accuracy and expression on successive readings.  <i>Ex. Given a familiar text (e.g., <i>Are You My Mother?</i>), orient and attend to the reading.</i></p>
<p><b>RF.1.4.c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>EERF.1.4.c.</b> Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<b>Writing</b>		
<p><b>Text Types and Purposes.</b></p> <p><b>W.1.1.</b> Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p><b>EEW.1.1.</b> Select a book or topic and write an opinion about it.</p>	<p><b>Level IV Students will:</b>  <b>EEW.1.1.</b> Select a topic or book, write an opinion about it, and provide a basic closing statement.  <i>Ex. During independent writing, select a book or topic and use drawing, dictating, or writing to express an opinion about it.</i>  <i>Ex. During opinion writing, include a closing statement (e.g., These are the reasons that I like this book.).</i></p> <p><b>Level III Students will:</b>  <b>EEW.1.1.</b> Select a book or topic and write opinion about it.  <i>Ex. In a structured shared writing during which the teacher uses a repeated sentence frame to guide students (e.g., "I like ____ &lt;type of animal&gt; because they are _____." &lt;descriptor&gt;), the student will use adjectives to complete the sentence and communicate an opinion (e.g., "I like panthers because they are strong.").</i>  <i>Ex. During shared writing, select a book or topic and use drawing, dictating, or writing to express an opinion about it.</i></p> <p><b>Level II Students will:</b>  <b>EEW.1.1.</b> Given choices, select or state an opinion about a familiar book.  <i>Ex. During a structured shared writing aimed at reviewing favorite books, the teacher provides a repeated sentence frame (e.g., "I like _____,"), and students select a favorite book and dictate the name for the teacher to use in completing the sentence.</i>  <i>Ex. Given the directions to write about a favorite book, select a book from a variety of choices and dictate, "I like it." for the teacher to write.</i>  <i>Ex. Select a book from a collection offered by the teacher and express an opinion about it by drawing a picture of a happy face or sad face.</i></p> <p><b>Level I Students will:</b></p>

		<p><b>EEW.1.1.</b> Give an opinion about a familiar book with yes or no options.  <i>Ex.</i> Select a book from a choice of two by looking at or reaching for it. Then, indicate (e.g., using eye gaze, gesture, vocalization, or an augmentative communication device) an opinion using a happy face or sad face. The teacher displays the student’s opinion.</p>
<p><b>W.1.2.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><b>EEW.1.2.</b> Given a topic, write an informative/explanatory text that provides a few facts about the topic.</p>	<p><b>Level IV Students will:</b>  <b>EEW.1.2.</b> Select a topic and write an informative/explanatory text that provides some facts about the topic and a basic closing statement.  <i>Ex.</i> Select a topic for writing (e.g., trains, weather, animals), and dictate information about it including a closing statement.  <i>Ex.</i> Select a topic for writing, and use a combination of drawing, dictating, and writing to provide some facts and a basic closing statement.</p> <p><b>Level III Students will:</b>  <b>EEW.1.2.</b> Given a topic, write an informative/explanatory text that provides a few facts about the topic.  <i>Ex.</i> Given a topic (e.g., my birthday, holidays, toys, movies), use drawing and writing to communicate some facts (e.g., something they want, something they saw, a toy, cake, etc.).  <i>Ex.</i> After choosing to write about themselves, use drawing, dictating, writing, or assistive technology to state some facts about themselves (e.g., their age, where they were born, what they like, etc.).</p> <p><b>Level II Students will:</b>  <b>EEW.1.2.</b> Given a choice of topics and facts, select a topic and a matching fact for writing.  <i>Ex.</i> In a structured shared writing about a given topic (e.g., animals) where the teacher uses a repeated sentence frame to guide students (e.g., The _____ &lt;animal&gt; is _____ &lt;color&gt;), select appropriate responses from the choices to give information (e.g., The panther is black. The dog is brown.).  <i>Ex.</i> In a structured shared writing about classmates where the teacher uses a repeated sentence frame to guide students (e.g. _____ &lt;name of classmate&gt; is _____ &lt;descriptor&gt;), choose a classmate, and select from a choice of descriptor symbols to give information and complete the chart (e.g., Dallas is tall. Erin is happy.).</p> <p><b>Level I Students will:</b>  <b>EEW.1.2.</b> Select a topic from pictures or objects for writing.  <i>Ex.</i> After the teacher presents two of the student’s favorite toys, select one when asked, “What should we write about today?”  <i>Ex.</i> Given a selection of topics and using partner-assisted scanning, choose a topic of interest.  <i>Ex.</i> Work with a group of peers on a writing topic (e.g., The peers narrow down the choices, present two to the student, and ask, “What should we write about today?”).</p>
<p><b>W.1.3.</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>EEW.1.3.</b> Write a narrative that includes two sequenced events, some details, and a basic ending.</p>	<p><b>Level IV Students will:</b>  <b>EEW.1.3.</b> Write a narrative that includes a beginning, middle, key details, and a closing.  <i>Ex.</i> After a field trip, draw and write about three events from the trip in a three-panel frame in the order they occurred.  <i>Ex.</i> After a historical text (e.g., <i>The 18 Penny Goose</i> or <i>The Story of Ruby Bridges</i> by Robert Coles) is read-aloud, individually choose events and draw and write about them using time-order words (e.g., first, second, last).</p> <p><b>Level III Students will:</b>  <b>EEW.1.3.</b> Write a narrative that includes two sequenced events, some details, and a basic ending.  <i>Ex.</i> During a shared writing activity, draw and write about a class field trip that describes two events (e.g., a bus ride and seeing a movie) from the trip in order.  <i>Ex.</i> After reading a book, draw and write about two events in the book during a shared writing activity (e.g., The dog ran away. The boy found the dog.)</p> <p><b>Level II Students will:</b>  <b>EEW.1.3.</b> Given choices, select and order events to include in a written narrative.</p>

		<p><i>Ex.</i> Given a variety of photos from storybooks (e.g., two friends, pets, cars, etc.), select and put the pictures in order to create a written class story.</p> <p><i>Ex.</i> Working with the teacher before a daily activity (e.g., snack or lunch), retell in order the actions of familiar routines (e.g., wash hands, eat snack, eat lunch) to include in a written class story.</p> <p><b>Level I Students will:</b>  <b>EEW.1.3.</b> Given choices, select one event to include in a written narrative.  <i>Ex.</i> From a picture menu of items, point to or use partner-assisted scanning to choose a preferred event or activity to write about.</p>
<b>Production and Distribution of Writing.</b>		
<b>W.1.4.</b> (Begins in grade 3)	<b>EEW.1.4.</b> (Begins in grade 3)	<b>EEW.1.4.</b> (Begins in grade 3)
<b>W.1.5.</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<b>EEW.1.5.</b> With prompting and support during a shared writing activity about a familiar topic, use suggestions from others to add more information and to make writing stronger.	<p><b>Level IV Students will:</b>  <b>EEW.1.5.</b> With prompting and support during a shared writing activity about a topic, use or respond to suggestions from others to add more information and to make writing stronger.  <i>Ex.</i> After sharing writing or drawing with peers, add more detail (e.g., Add another animal to the zoo picture. Add one more adjective to describe an animal) to make the product better.  <i>Ex.</i> After looking at writing from a previous day, select a sentence and add more details rather than starting a new piece.</p> <p><b>Level III Students will:</b>  <b>EEW.1.5.</b> With prompting and support during a shared writing activity about a familiar topic, use suggestions from others to add more information and to make writing stronger.  <i>Ex.</i> After dictating a story about a familiar topic to a teacher, give additional details when a teacher or peers ask, “What else can you tell me?”  <i>Ex.</i> During writing time, keep writing or drawing when the teacher says, “Keep going. What else can you tell us?”</p> <p><b>Level II Students will:</b>  <b>EEW.1.5.</b> With prompting and support during a shared writing activity about a familiar topic and given choices, select information to make writing stronger.  <i>Ex.</i> During shared writing about a familiar topic (e.g., winter or summer), student selects additional details from a list (e.g. adjective list) and/or pictures (e.g. snow, snowman, sled) to add more detail to writing.</p> <p><b>Level I Students will:</b>  <b>EEW.1.5.</b> With prompting and support, attend to a shared writing activity about a familiar topic.  <i>Ex.</i> During shared writing about a familiar topic (e.g., winter or summer), attend to peers selecting additional details from a list (e.g. adjective list) and/or pictures (e.g. snow, snowman, sled) to add more detail to writing.</p>
<b>W.1.6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>EEW.1.6.</b> With prompting, support, and collaboration with peers, use a variety of digital tools to produce writing.	<p><b>Level IV Students will:</b>  <b>EEW.1.6.</b> With prompting, support, and collaboration with peers, use a variety of digital tools to produce and publish writing.  <i>Ex.</i> Working with peers (e.g., using an interactive whiteboard), select relevant pictures and write sentences about a self-selected topic to share with the class.</p> <p><b>Level III Students will:</b>  <b>EEW.1.6.</b> With prompting, support, and collaboration with peers, use a variety of digital tools to produce writing.  <i>Ex.</i> While working with peers, select words and pictures using assistive technology to add to the group’s writing.  <i>Ex.</i> Working with peers (e.g., using an interactive whiteboard), select relevant pictures, and write one sentence about a provided topic.</p> <p><b>Level II Students will:</b></p>

		<p><b>EEW.1.6.</b> With prompting, support, explore digital tools with peers to produce writing.  <i>Ex.</i> Explore a teacher-selected form of technology to produce a product for the teacher to print and post on the bulletin board.</p> <p><b>Level I Students will:</b>  <b>EEW.1.6.</b> With prompting and support, attend to peers exploring digital tools to produce writing.  <i>Ex.</i> Attend to peers selecting relevant pictures and writing a sentence about a provided topic using assistive technology.</p>
<p><b>Research to Build and Present Knowledge.</b></p> <p><b>W.1.7.</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p><b>EEW.1.7.</b> Participate in shared research and writing projects.</p>	<p><b>Level IV Students will:</b>  <b>EEW.1.7.</b> Participate in shared research and writing projects using a variety of sources.  <i>Ex.</i> Select the topic of a research project and choose sources (e.g., maps, diagrams, how-to books, recipes, videos) to gather information.</p> <p><b>Level III Students will:</b>  <b>EEW.1.7.</b> Participate in shared research and writing projects.  <i>Ex.</i> Select a book on a topic related to a shared research project from a collection identified by peers. Then, identify pictures that relate to the topic being researched.  <i>Ex.</i> Listen to an electronic book appropriate to the research and writing project, and share one fact with the group to include in the project.</p> <p><b>Level II Students will:</b>  <b>EEW.1.7.</b> Participate in a shared research project.  <i>Ex.</i> Select a book from a choice of two related to the shared research project, and identify relevant pictures.  <i>Ex.</i> Using assistive technology, select words and pictures to add to a shared research and writing project.</p> <p><b>Level I Students will:</b>  <b>EEW.1.7.</b> Explore pictures, words, or objects related to a shared research project.  <i>Ex.</i> Use a touch screen to scroll through pictures related to the topic of a shared research project.  <i>Ex.</i> Explore a bin full of objects and artifacts related to a shared research project.</p>
<p><b>W.1.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>EEW.1.8.</b> With prompting and support, use information from a personal experience or a provided source to answer a question.</p>	<p><b>Level IV Students will:</b>  <b>EEW.1.8.</b> With prompting and support, use information from personal experiences and provided sources to answer a question.  <i>Ex.</i> When asked, “Where do parrots live?” use at least two provided sources (e.g., video, book, magazine) to answer.  <i>Ex.</i> After a class field trip, retell events when asked, “What happened on your field trip?”</p> <p><b>Level III Students will:</b>  <b>EEW.1.8.</b> With prompting and support, use information from a personal experience or a provided source to answer a question.  <i>Ex.</i> When asked, “Where do parrots live?” use one provided source (e.g., movie, book, magazine) to answer.  <i>Ex.</i> Listen to an electronic book with a peer, and select answers from a picture or word bank to answer questions.</p> <p><b>Level II Students will:</b>  <b>EEW.1.8.</b> With prompting and support, use information from personal experience to answer a question.  <i>Ex.</i> When asked, “What did you do today?” choose the centers completed that day.  <i>Ex.</i> When asked, “What did we use?” identify supplies (e.g., glue, tape, scissors, and paper) from those assembled on the table that were used in completing a project (e.g., art or science project) so the teacher can create a list.</p> <p><b>Level I Students will:</b>  <b>EEW.1.8.</b> With prompting and support, identify a personal object to answer a question.</p>

		<i>Ex. Select their belongings (e.g., lunchbox, coat, backpack) when asked, "Which one is yours?"</i>
<b>W.1.9.</b> (Begins in grade 4)	<b>EEW.1.9.</b> (Begins in grade 4)	<b>EEW.1.9.</b> (Begins in grade 4)
<b>Range of Writing.</b>		
<b>W.1.10.</b> (Begins in grade 3)	<b>EEW.1.10.</b> (Begins in grade 3)	<b>EEW.1.10.</b> (Begins in grade 3)
<b>Speaking and Listening</b>		
<b>Comprehension and Collaboration.</b>		
<p><b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.1.1.a.</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.)</p>	<p><b>EESL.1.1.</b> Participate in collaborative conversations with a variety of audiences about familiar topics and texts.</p> <p><b>EESL.1.1.a.</b> Follow classroom rules for discussions in familiar settings.</p>	<p><b>Level IV Students will:</b> <b>EESL.1.1.a.</b> Follow classroom rules for discussions in a variety of settings. <i>Ex:</i> Listen to others and take turns speaking in a variety of settings. <i>Ex.</i> During a literacy center activity in the general education setting, hold up work to show peer and say, "Look." When peer responds, the student continues in the exchange for at least one more turn.</p> <p><b>Level III Students will:</b> <b>EESL.1.1.a.</b> Follow classroom rules for discussions in familiar settings. <i>Ex.</i> While at a literacy center working with letters and words, participate in multiple-turn exchanges (e.g., One of the peers hands the student a letter and asks, "Do you need this one?" The student replies, "No, <i>b!</i>" The peer finds a <i>b</i> and says, "This one?" The student replies, "Yes, <i>b</i>").</p> <p><b>Level II Students will:</b> <b>EESL.1.1.a.</b> Follow classroom rules for discussions in a familiar, small-group setting. <i>Ex.</i> Listen quietly and attentively to a classroom discussion (e.g., discussion about insects). <i>Ex.</i> Demonstrate taking turns by waiting for the person next to them to respond to a teacher's question before adding their own answer.</p> <p><b>Level I Students will:</b> <b>EESL.1.1.a.</b> In a familiar, small-group setting, demonstrate a classroom rule. <i>Ex.</i> During morning meeting, use a voice output device to say, "Good Morning." <i>Ex.</i> Attend to group discussion without interrupting the speaker with vocalizations or use of devices.</p>
<p><b>SL.1.1.b.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p><b>EESL.1.1.b.</b> Build on peers' talk in conversations by responding to their comments in a familiar setting.</p>	<p><b>Level IV Students will:</b> <b>EESL.1.1.b.</b> Build on others' talk in conversations by responding to their comments in a variety of settings. <i>Ex.</i> During shared reading in the general education setting, the teacher points to an illustration and comments, and the student builds on the conversation (e.g., "Look at this dog!" Another peer comments, "I have a dog like that!" The student adds, "big dog," and the teacher acknowledges, "Yes, this is a big dog in the picture.")</p> <p><b>Level III Students will:</b> <b>EESL.1.1.b.</b> Build on peers' talk in conversations by responding to their comments in a familiar setting. <i>Ex.</i> During shared reading, the teacher points to an illustration and comments, and the student builds on the conversation (e.g., "Look at that dog!" The student responds using sign language to communicate, "Me!" The teacher replies, "Me? Do you have a dog?" The student nods in response.) <i>Ex.</i> An adult comments about the weather (e.g., "It sure is cold out there. It feels like snow.") Student replies using a word from the conversation (e.g., snow).</p> <p><b>Level II Students will:</b></p>

		<p><b>EESL.1.1.b.</b> During conversation, respond to a question initiated by an adult or peer.  <i>Ex.</i> During shared reading, respond when the teacher points to an illustration and comments (e.g., “Look at that dog!” Then she says, “You have a dog, don’t you?” The student will respond by saying, “Me.” The teacher adds, “I have seen your dog. You have a big dog.”).</p> <p><b>Level I Students will:</b>  <b>EESL.1.1.b.</b> During a conversation, use eye gaze, gesture, vocalization, or an augmentative communication device to communicate with a peer or an adult.  <i>Ex.</i> During the morning meeting, the teacher looks out the window and comments about the weather (e.g., “It looks rainy out there!”) Then the teacher shows the student a related picture (e.g., The teacher shows the student a picture of rain and says, “This is rain.”) The student attends or responds to the picture.</p>
<p><b>SL.1.1.c.</b> Asks questions to clear up any confusion about the topics and texts under discussion.</p>	<p><b>EESL.1.1.c.</b> Ask a question about a familiar topic or text during a class discussion.</p>	<p><b>Level IV Students will:</b>  <b>EESL.1.1.c.</b> Ask questions for clarification about familiar topics or texts during a class discussion.  <i>Ex.</i> During shared reading, point to a page in the book and ask a question for clarification (e.g., “What is the dog doing?”).</p> <p><b>Level III Students will:</b>  <b>EESL.1.1.c.</b> Ask a question about a familiar topic or text during a class discussion.  <i>Ex.</i> At lunchtime, use a form of communication (e.g., verbal communication or sign language) to ask a question (e.g., “What do you have for lunch?”).</p> <p><b>Level II Students will:</b>  <b>EESL.1.1.c.</b> Given choices, select a question to ask about a familiar topic during a class discussion to get more information.  <i>Ex.</i> During snack time, the student points to a picture symbol (e.g., more, all done). As the student touches <i>more</i> the teacher says, “Can I have more?”</p> <p><b>Level I Students will:</b>  <b>EESL.1.1.c.</b> Attend to peers asking a question about a familiar topic or text during a class discussion.  <i>Ex.</i> Attend to participants in a group asking questions about the weather.</p>
<p><b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>EESL.1.2.</b> Ask or answer questions about details from a text or information presented orally or through other media.</p>	<p><b>Level IV Students will:</b>  <b>EESL.1.2.</b> Ask and answer questions about key details from a text or information presented orally or through other media.  <i>Ex.</i> Ask, “What’s that?” in reference to a picture in a book, and answer the teacher when he or she responds, “What do you see?”</p> <p><b>Level III Students will:</b>  <b>EESL.1.2.</b> Ask or answer questions about details from a text or information presented orally or through other media.  <i>Ex.</i> Answer questions about key details presented in a story read aloud.  <i>Ex.</i> Point to a picture in a book to respond when asked a question (e.g., “Where is the brick house?”).</p> <p><b>Level II Students will:</b>  <b>EESL.1.2.</b> Answer a question about details from a text or information presented orally or through other media.  <i>Ex.</i> Answer a question (e.g., “What did the boy see?”) using a detail from the text.</p> <p><b>Level I Students will:</b>  <b>EESL.1.2.</b> Answer a yes or no question about details from a text or information presented orally or through other media.</p>
<p><b>SL.1.3.</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p><b>EESL.1.3.</b> Ask or answer a question to gather additional information about what a speaker says.</p>	<p><b>Level IV Students will:</b>  <b>EESL.1.3.</b> Ask and answer a question to gather additional information about what a speaker says.  <i>Ex.</i> Student asks a question to expand on information provided by the teacher (e.g., The teacher says, “The boy left school.” The student asks, “Why did the boy leave school?”).</p>

		<p><b>Level III Students will:</b>  <b>EESL.1.3.</b> Ask or answer a question to gather additional information about what a speaker says.  <i>Ex.</i> The student answers a question after a weather presentation (e.g., “When will it rain?”).</p> <p><b>Level II Students will:</b>  <b>EESL.1.3.</b> Given choices, select a question to gather additional information about what a speaker says.  <i>Ex.</i> Give choices, student chooses the correct question to ask to support an ongoing conversation.</p> <p><b>Level I Students will:</b>  <b>EESL.1.3.</b> Attend to a peer asking a question to gather additional information about what a speaker says.</p>
<p><b>Presentation of Knowledge and Ideas.</b></p> <p><b>SL.1.4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><b>EESL.1.4.</b> Describe familiar people, places, things, or events with relevant details.</p>	<p><b>Level IV Students will:</b>  <b>EESL.1.4.</b> Describe people, places, things, and events with relevant details.  <i>Ex.</i> Describe an event (e.g., Teenage Mutant Ninja Turtles birthday party) that they attended with relevant details.</p> <p><b>Level III Students will:</b>  <b>EESL.1.4.</b> Describe familiar people, places, things, or events with relevant details.  <i>Ex.</i> Describe a favorite movie by using photographs of movie characters and different scenes from the movie.</p> <p><b>Level II Students will:</b>  <b>EESL.1.4.</b> Describe a familiar person or place with a relevant detail.  <i>Ex.</i> Given familiar adjectives, describe a favorite toy or item.</p> <p><b>Level I Students will:</b>  <b>EESL.1.4.</b> Attend to a relevant detail that describes a familiar person.  <i>Ex.</i> Attend to familiar people at their ability level (e.g., using eye gaze, gesture, vocalization, or an augmentative communication device).</p>
<p><b>SL.1.5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>EESL.1.5.</b> Add a drawing or other visual display to a description when appropriate to support an idea or feeling.</p>	<p><b>Level IV Students will:</b>  <b>EESL.1.5.</b> Add drawings or other visual displays to descriptions when appropriate to support ideas, thoughts, or feelings.  <i>Ex.</i> After answering a question (e.g., What do you want for your birthday?), add a drawing or additional oral description to give more information.</p> <p><b>Level III Students will:</b>  <b>EESL.1.5.</b> Add a drawing or other visual display to a description when appropriate to support an idea or feeling.  <i>Ex.</i> After expressing a feeling (e.g., I’m happy today), draw a picture or give more oral detail to support the feeling.</p> <p><b>Level II Students will:</b>  <b>EESL.1.5.</b> Given choices, select a drawing or visual display to support an idea or feeling.  <i>Ex.</i> Given choices, select a drawing or other visual display that supports an idea or feeling.</p> <p><b>Level I Students will:</b>  <b>EESL.1.5.</b> Attend to a peer selecting a drawing or visual display to support a feeling.</p>
<p><b>SL.1.6.</b> Produce complete sentences when appropriate to the task and situation.</p>	<p><b>EESL.1.6.</b> Produce a simple, complete sentence that is appropriate for a given task.</p>	<p><b>Level IV Students will:</b>  <b>EESL.1.6.</b> Produce complete sentences that are appropriate for a given task.  <i>Ex.</i> Respond with complete sentences to a question (e.g., The teacher asks, “What are you doing after school?”).</p>

		<p><b>Level III Students will:</b>  <b>EESL.1.6.</b> Produce a simple, complete sentence that is appropriate for a given task.  <i>Ex.</i> Respond with a simple, complete sentence to a question (e.g., The teacher asks, “What do you want for your birthday?”).</p> <p><b>Level II Students will:</b>  <b>EESL.1.6.</b> With a peer, produce a simple, complete sentence that is appropriate for a given task.</p> <p><b>Level I Students will:</b>  <b>EESL.1.6.</b> Attend to a peer producing a simple, complete sentence that is appropriate for a given task.</p>
<b>Language</b>		
<p><b>Conventions of Standard English.</b></p> <p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.1.a.</b> Print all upper- and lowercase letters.</p>	<p><b>EEL.1.1.</b> Demonstrate an emerging understanding of standard English grammar and usage when communicating.</p> <p><b>EEL.1.1.a.</b> Produce some upper and lowercase letters from the alphabet.</p>	<p><b>Level IV Students will:</b>  <b>EEL.1.1.a.</b> Produce many upper and lowercase letters from the alphabet.  <i>Ex.</i> Using a writing tool, write their first and last name using upper and lowercase letters.  <i>Ex.</i> Using a keyboard, type many letters from dictation.</p> <p><b>Level III Students will:</b>  <b>EEL.1.1.a.</b> Produce some upper and lowercase letters from the alphabet.  <i>Ex.</i> Using a writing tool, write their first name using upper and lowercase letters.  <i>Ex.</i> Copy words from the word wall or classroom charts using upper and lowercase letters.</p> <p><b>Level II Students will:</b>  <b>EEL.1.1.a.</b> Produce familiar letters from the alphabet.  <i>Ex.</i> Select familiar letters from a keyboard, eye gaze chart, or using partner-assisted scanning.  <i>Ex.</i> Print or type the first letter of their first name.</p> <p><b>Level I Students will:</b>  <b>EEL.1.1.a.</b> Produce a letter in their first name.  <i>Ex.</i> Given their first name written without the first letter, pick up letter and place in front of their name.</p>
<p><b>L.1.1.b.</b> Use common, proper, and possessive nouns.</p>	<p><b>EEL.1.1.b.</b> Identify familiar nouns.</p>	<p><b>Level IV Students will:</b>  <b>EEL.1.1.b.</b> Identify familiar common and proper nouns.  <i>Ex.</i> Use common and proper nouns to name objects in familiar surroundings.  <i>Ex.</i> Identify proper nouns in familiar classroom routines (e.g., month, day of the week, names, holidays).</p> <p><b>Level III Students will:</b>  <b>EEL.1.1.b.</b> Identify familiar nouns.  <i>Ex.</i> Identify familiar nouns (e.g., their name, mom, dog, desk, chair).  <i>Ex.</i> Name familiar objects using nouns when prompted (e.g., “What is that?”).</p> <p><b>Level II Students will:</b>  <b>EEL.1.1.b.</b> Given choices, identify one familiar noun.  <i>Ex.</i> Recognize pictures of common nouns from choices when prompted (e.g., “Show me the bus.”).</p> <p><b>Level I Students will:</b>  <b>EEL.1.1.b.</b> Attend to familiar nouns.</p>

		<i>Ex. Respond to pictures of family members, teachers, and peers.</i>
<b>L.1.1.c.</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	<b>EEL.1.1.c.</b> Not Applicable***	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.
<b>L.1.1.d.</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).	<b>EEL.1.1.d.</b> Use common personal pronouns (e.g., I, me, he, she, and you).	<p><b>Level IV Students will:</b>  <b>EEL.1.1.d.</b> Use some personal pronouns (e.g., I, me, he, she, you, we, they, etc.).  <i>Ex. Use I or me to refer to themselves and him, her, or you to refer to others appropriately.</i></p> <p><b>Level III Students will:</b>  <b>EEL.1.1.d.</b> Use common personal pronouns (e.g., I, me, he, she, and you).  <i>Ex. Use you to refer to others when speaking to them.</i>  <i>Ex. Given choices (e.g., he, she), complete the sentence with the correct pronoun (e.g., ____ is my friend.).</i></p> <p><b>Level II Students will:</b>  <b>EEL.1.1.d.</b> Use a common personal pronoun (e.g., I, me, and you).  <i>Ex. Respond when asked, "Who needs help?" (e.g., "I need help" or "Help me.").</i></p> <p><b>Level I Students will:</b>  <b>EEL.1.1.d.</b> Attend to the use of a personal pronoun that refers to them.  <i>Ex. Activate a single message voice output device with the message "me" in response to a teacher request (e.g., The teacher asks student, "Who is here today? You can say "me" with the message by pressing your switch.").</i>  <i>Ex. Gesture by pointing to themselves or sign by placing their hand on their chest to reply "me" during a shared reading activity.</i></p>
<b>L.1.1.e.</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	<b>EEL.1.1.e.</b> Not Applicable***	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.
<b>L.1.1.f.</b> Use frequently occurring adjectives.	<b>EEL.1.1.f.</b> Use familiar, frequently-occurring adjectives (e.g., big, hot, red).	<p><b>Level IV Students will:</b>  <b>EEL.1.1.f.</b> Use frequently-occurring adjectives.  <i>Ex. When asked, name a few frequently-occurring adjectives to describe a familiar object or place (e.g., house, playground, bus, car).</i>  <i>Ex. Given a picture, give two or more frequently-occurring adjectives (e.g., high, fun, shiny, long, two [and other numbers]) to describe the picture.</i></p> <p><b>Level III Students will:</b>  <b>EEL.1.1.f.</b> Use familiar, frequently-occurring adjectives (e.g., big, hot, red).  <i>Ex. When asked to describe an object (e.g., "Tell me about ____."), give a familiar, frequently-occurring adjective as a response.</i></p> <p><b>Level II Students will:</b>  <b>EEL.1.1.f.</b> Match a familiar adjective with a familiar picture.  <i>Ex. Given an adjective, match a picture with the correct adjective (e.g., Hot matches a picture of fire.).</i>  <i>Ex. Given choices, select a symbol for an adjective that describes an object (e.g., The teacher holds up an apple, and the student chooses red.).</i></p> <p><b>Level I Students will:</b>  <b>EEL.1.1.f.</b> Attend to a familiar adjective that describes a familiar person or picture.  <i>Ex. Attend to a teacher writing or saying an adjective that describes a familiar person or picture.</i></p>

<p><b>L1.1.g.</b> Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p><b>L1.1.h.</b> Use determiners (e.g., articles, demonstratives).</p>	<p><b>EEL.1.1.g-h.</b> Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for these standards that are appropriate for students with significant cognitive disabilities.</p>
<p><b>L.1.1.i.</b> Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p>	<p><b>EEL.1.1.i.</b> Use familiar, frequently occurring prepositions (e.g., <i>in, out, on, off, over, under, behind, above, between</i>).</p>	<p><b>Level IV Students will:</b>  <b>EEL.1.1.i.</b> Use frequently-occurring prepositions.  <i>Ex.</i> Use a frequently-occurring preposition (e.g. <i>behind</i>) during ordinary conversation (e.g., When the student comes into the classroom, they respond to the direction, "Put the bag <i>behind</i> the cubby.").  <i>Ex.</i> Use the correct preposition when asked a question (e.g., When the student comes into the classroom, the teacher helps the student find their cubby and says, "Should we put the bag <i>in</i> or <i>on</i> the cubby?").</p> <p><b>Level III Students will:</b>  <b>EEL.1.1.i.</b> Use familiar, frequently occurring prepositions (e.g., <i>in, out, on, off, over, under, behind, above, between</i>).  <i>Ex.</i> Use the correct preposition (e.g. <i>under</i>) to complete a sentence (e.g., Push your chair _____ your desk).  <i>Ex.</i> Demonstrate a preposition (e.g. <i>between</i>) using an action.</p> <p><b>Level II Students will:</b>  <b>EEL.1.1.i.</b> Recognize familiar, frequently occurring prepositions (e.g., <i>in, on</i>).  <i>Ex.</i> Point to or look at an object in the appropriate location depending on the preposition given.  <i>Ex.</i> Recognize <i>in</i> when asked a question (e.g., "Is the banana <i>in</i> the box?") by responding with yes or no.</p> <p><b>Level I Students will:</b>  <b>EEL.1.1.i.</b> Attend to a familiar preposition demonstrated in a familiar routine.  <i>Ex.</i> Attend to peers demonstrating a preposition using an action (e.g., Students put hands <i>over</i> their head during a song).</p>
<p><b>L.1.1.j.</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p><b>EEL.1.1.j.</b> Produce a complete simple declarative or interrogative sentence.</p>	<p><b>Level IV Students will:</b>  <b>EEL.1.1.j.</b> Produce or expand a complete, simple declarative and interrogative sentence.  <i>Ex.</i> During shared writing, add onto to a sentence starter to form a simple declarative or interrogative sentence.</p> <p><b>Level III Students will:</b>  <b>EEL.1.1.j.</b> Produce a complete simple declarative or interrogative sentence.  <i>Ex.</i> Given a picture, produce a simple declarative or interrogative sentence.</p> <p><b>Level II Students will:</b>  <b>EEL.1.1.j.</b> Produce a complete, simple declarative sentence.  <i>Ex.</i> Given a picture and word choices, produce a simple declarative sentence.</p> <p><b>Level I Students will:</b>  <b>EEL.1.1.j.</b> Attend to the production of a complete, simple declarative sentence.  <i>Ex.</i> Attend to teacher or peer producing a simple declarative sentence.</p>
<p><b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>EEL.1.2.</b> Demonstrate emerging understandings of the use of standard English conventions of capitalization, punctuation, and spelling when writing.</p>	<p><b>Level IV Students will:</b>  <b>EEL.1.2.a.</b> Capitalize dates or names of people.</p> <p><b>Level III Students will:</b>  <b>EEL.1.2.a.</b> Capitalize names of familiar people.</p>

<p><b>L.1.2.a.</b> Capitalize dates and names of people.</p>	<p><b>EEL.1.2.a.</b> Capitalize names of familiar people.</p>	<p><b>Level II Students will:</b>  <b>EEL.1.2.a.</b> Capitalize the first letter of their name.</p> <p><b>Level I Students will:</b>  <b>EEL.1.2.a.</b> Attend to capital letter in their first name.</p>
<p><b>L.1.2.b.</b> Use end punctuation for sentences.</p>	<p><b>L.1.2.b.</b> Use end punctuation for a declarative or interrogative sentence.</p>	<p><b>Level IV Students will:</b>  <b>L.1.2.b.</b> Use end punctuation for declarative and interrogative sentences.</p> <p><b>Level III Students will:</b>  <b>L.1.2.b.</b> Use end punctuation for a declarative or interrogative sentence.</p> <p><b>Level II Students will:</b>  <b>L.1.2.b.</b> Given choices, match the end punctuation with the correct sentence.</p> <p><b>Level I Students will:</b>  <b>L.1.2.b.</b> Point to the end punctuation in a sentence.</p>
<p><b>L.1.2.c.</b> Use commas in dates and to separate single words in a series.</p>	<p><b>EEL.1.2.c.</b> Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<p><b>L.1.2.d.</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p><b>EEL.1.2.d.</b> Use conventional spelling for words with common spelling patterns.</p>	<p><b>Level IV Students will:</b>  <b>EEL.1.2.d.</b> Use conventional spelling for words with common spelling patterns or for familiar, frequently-occurring irregular words.  <i>Ex.</i> Student spells words with common spelling patterns correctly (e.g., cat, hat, hand, sand, sick, tick).  <i>Ex.</i> Student spells frequently-occurring irregular words correctly (e.g., was, were, are, said).</p> <p><b>Level III Students will:</b>  <b>EEL.1.2.d.</b> Use conventional spelling for words with common spelling patterns.  <i>Ex.</i> Student spells words with common spelling patterns correctly (e.g., cat, hat, sun, fun, run).</p> <p><b>Level II Students will:</b>  <b>EEL.1.2.d.</b> Use conventional spelling for one word with a common spelling pattern.  <i>Ex.</i> Given choices, choose the correct spelling of a word with a common spelling pattern to complete a sentence.</p> <p><b>Level I Students will:</b>  <b>EEL.1.2.d.</b> Attend to words with a common spelling pattern.  <i>Ex.</i> During a shared writing activity, attend to a peer or teacher writing a word with a common spelling pattern.</p>
<p><b>L.1.2.e.</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p><b>EEL.1.2.e.</b> Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<p><b>Knowledge of Language.</b></p> <p><b>L.1.3.</b>  (Begins in grade 2)</p>	<p><b>EEL.1.3.</b>  (Begins in grade 2)</p>	<p><b>EEL.1.3.</b>  (Begins in grade 2)</p>
<p><b>Vocabulary Acquisition and Use.</b></p>		<p><b>Level IV Students will:</b></p>

<p><b>L.1.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>L.1.4.a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><b>EEL.1.4.</b> Demonstrate emerging understanding of unknown words or phrases from familiar texts using a variety of strategies.</p> <p><b>EEL.1.4.a.</b> Use clues, including text and pictures, to determine the meaning of a word.</p>	<p><b>EEL.1.4.a.</b> Use clues, including text and pictures, to determine the meaning of a word or phrase. <i>Ex.</i> Point to pictures within a text that illustrate the meaning of unknown words or phrases that are read.</p> <p><b>Level III Students will:</b> <b>EEL.1.2.a.</b> Use clues, including text and pictures, to determine the meaning of a word. <i>Ex.</i> When asked a question about a new vocabulary word, select a picture in the text that helps determine the meaning of the new word.</p> <p><b>Level II Students will:</b> <b>EEL.1.4.a.</b> Given choices, match a picture with a word to determine its meaning. <i>Ex.</i> Given choices, match a picture from the text with a new word learned during shared reading.</p> <p><b>Level I Students will:</b> <b>EEL.1.4.a.</b> Attend to peers using clues in a text to determine the meaning of a word. <i>Ex.</i> During a shared reading, attend to peers matching pictures with words in a text.</p>
<p><b>L.1.4.b.</b> Use frequently occurring affixes as a clue to the meaning of a word.</p> <p><b>L.1.4.c.</b> Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p><b>EEL.1.4.b.-c.</b> Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for these standards that are appropriate for students with significant cognitive disabilities.</p>
<p><b>L.1.5.</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.1.5.a.</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p><b>EEL.1.5.</b> With prompting and support, demonstrate an emerging understanding of word relationships.</p> <p><b>EEL.1.5.a.</b> Sort familiar words into categories (e.g., color and number words).</p>	<p><b>Level IV Students will:</b> <b>EEL.1.5.a.</b> Sort words into categories. <i>Ex.</i> From a variety of choices, select words that belong in a given category (e.g., transportation, foods, animals, musical instruments).</p> <p><b>Level III Students will:</b> <b>EEL.1.5.a.</b> Sort familiar words into categories (e.g., color and number words). <i>Ex.</i> Sort familiar words (e.g., two, four, blue, pink) into the correct categories (e.g., numbers and colors).</p> <p><b>Level II Students will:</b> <b>EEL.1.5.a.</b> Given choices, sort picture-word combinations into the correct categories. <i>Ex.</i> Place picture-word combinations into the correct category (e.g., Place the card with the word “red” and a red dot into the color category. Place the card with the number symbol 2 and the word two into the number category.).</p> <p><b>Level I Students will:</b> <b>EEL.1.5.a.</b> Attend to peers sorting picture-word combinations into the correct categories.</p>
<p><b>L.1.5.b.</b> Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>	<p><b>EEL.1.5.b.</b> Sort words into basic categories and identify one attribute.</p>	<p><b>Level IV Students will:</b> <b>EEL.1.5.b.</b> Sort words into categories and identify attributes. <i>Ex.</i> First, sort words into the correct categories (e.g., fruits and vegetables), and identify attributes (e.g., The apple is red and hard. The carrot is orange and long.).</p> <p><b>Level III Students will:</b> <b>EEL.1.5.b.</b> Sort words into basic categories and identify one attribute. <i>Ex.</i> First, sort words into correct categories (e.g., foods), and identify one attribute (e.g., The apple is red. The banana is yellow.).</p> <p><b>Level II Students will:</b> <b>EEL.1.5.b.</b> Given choices in the same category, match the correct attribute to the corresponding word.</p>

		<p>Ex. Given choices in a specific category (e.g., animals), match the attribute to the word (e.g., brown to bear and yellow to duck).</p> <p><b>Level I Students will:</b>  <b>EEL.1.5.b.</b> Attend to peers sorting words into categories by their attributes.</p>
<p><b>L.1.5.c.</b> Identify real-life connections between words and their uses (e.g., note places at home that are <i>cozy</i>).</p>	<p><b>EEL.1.5.c.</b> Identify real-life connections between familiar words and their use.</p>	<p><b>Level IV Students will:</b>  <b>EEL.1.5.c.</b> Identify real-life connections between words and their use.  Ex. Given a descriptor (e.g., warm), identify words to make a real-life connection (e.g., campfire, blanket, sun).</p> <p><b>Level III Students will:</b>  <b>EEL.1.5.c.</b> Identify real-life connections between familiar words and their use.  Ex. From a variety of choices, make a real-life connection between a familiar word (e.g., bed, pillow, coat) and a descriptor (e.g., sleep, soft, warm).</p> <p><b>Level II Students will:</b>  <b>EEL.1.5.c.</b> Given choices, make a real-life connection between a familiar word and its use.  Ex. Given a variety of familiar words (e.g., soup and popsicle), make a real-life connection by matching with a familiar descriptor (e.g., hot, cold, or colors).</p> <p><b>Level I Students will:</b>  <b>EEL.1.5.c.</b> Attend to peers making real-life connections between a familiar word and its use.</p>
<p><b>L.1.5.d.</b> Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p><b>EEL.1.5.d.</b> Not Applicable***</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.</p>
<p><b>L.1.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p><b>EEL.1.6.</b> Use words acquired through conversations or during shared reading activities.</p>	<p><b>Level IV Students will:</b>  <b>EEL.1.6.</b> Use words or phrases acquired through conversations or during shared reading activities.  Ex. Use a greeting (e.g., What did you do last night?) acquired through repeated conversations.  Ex. After a shared reading of a familiar text (e.g., <i>Green Eggs and Ham</i>), retain and use a repeated phrase (e.g., I do not like _____).  Ex. After a shared reading of an informational text, identify and use vocabulary words that are on the word wall.</p> <p><b>Level III Students will:</b>  <b>EEL.1.6.</b> Use words acquired through conversations or during shared reading activities.  Ex. After a shared reading or watching a movie, use names of characters or places during conversation.</p> <p><b>Level II Students will:</b>  <b>EEL.1.6.</b> Recognize a word acquired through conversations or during shared reading.  Ex. Given a transitional word (e.g., P.E., music, science, library), pick the related icon on the visual schedule.</p> <p><b>Level I Students will:</b>  <b>EEL.1.6.</b> Attend to a word acquired during shared reading.  Ex. Attend to a word on the word wall from a shared reading.</p>

## 2014 WYOMING ENGLISH LANGUAGE ARTS EXTENDED STANDARDS AND ACHIEVEMENT DESCRIPTORS FOR GRADE 2

2012 WyCPS ELA Standards	2014 Wyoming Content Extended Standards <small>EE = Essential Element</small>	Instructional Achievement Level Descriptors
<b>Reading (Literature)</b>		
<b>Key Ideas and Details.</b>		
<p><b>RL.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p><b>EERL.2.1.</b> Answer who, what, and where questions to demonstrate understanding of details in a familiar text.</p>	<p><b>Level IV Students will:</b>  <b>EERL.2.1.</b> Answer “who,” “what,” and “where” questions to demonstrate understanding of key details in a text.  <i>Ex.</i> During the first or second shared reading of <i>Green Eggs and Ham</i>, point to a picture of Sam to answer the question, “Who says, <i>I do not like green eggs and ham?</i>”</p> <p><b>Level III Students will:</b>  <b>EERL.2.1.</b> Answer “who” and “what” questions to demonstrate understanding of details in a familiar text.  <i>Ex.</i> After repeated shared readings of a familiar text such as <i>Green Eggs and Ham</i>, point to a picture of Sam in response to the question, “Who is this?”</p> <p><b>Level II Students will:</b>  <b>EERL.2.1.</b> Answer “who” questions to demonstrate understanding of details during shared reading of a text about personal experiences.  <i>Ex.</i> During shared reading of a class-created predictable chart with the repeated structure “I like _____,” point to a picture of self to answer the question, “Who said, ‘I like hamburgers?’”  <i>Ex.</i> During shared reading of a text about a class activity, select a symbol from an array on a multiple message voice output device to answer the question, “Who made a green one?”</p> <p><b>Level I Students will:</b>  <b>EERL.2.1.</b> Answer a “who” question about a personal experience.  <i>Ex.</i> With prompting and support during shared readings of a class-created predictable chart with the repeated structure “I like _____,” point to self or signs “me” to answer the question, “Who said, ‘I like hamburgers?’”</p>
<p><b>RL.2.2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p><b>EERL.2.2.</b> Recount stories from diverse cultures, including two or more elements from different parts of the story.</p>	<p><b>Level IV Students will:</b>  <b>EERL.2.2.</b> Recount familiar stories, including fables and folktales from diverse cultures, including two or more elements from the entire story.  <i>Ex.</i> After listening to a story from a different culture, retell the story including elements from throughout the story.</p> <p><b>Level III Students will:</b>  <b>EERL.2.2.</b> Recount familiar stories from diverse cultures, including two elements from different parts of the story.  <i>Ex.</i> After listening to a story from a different culture, retell the story including at least two elements (e.g., who and where) from any two parts of the story (e.g., beginning and end).</p> <p><b>Level II Students will:</b>  <b>EERL.2.2.</b> Retell two elements from a familiar story from diverse cultures.  <i>Ex.</i> Given a multiple message voice output device with elements of a familiar story arranged in sequence, retell the story by selecting two or more messages in sequence.  <i>Ex.</i> Given an array of choices, select an event that occurs at the beginning and end of the familiar story.</p>

		<p><b>Level I Students will:</b>  <b>EERL.2.2.</b> Retell an event from a familiar story about a personal experience.  <i>Ex.</i> Given an array of photos that match the photos in a familiar book about a class activity, select a photo that depicts a particular event.</p>
<p><b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges.</p>	<p><b>EERL.2.3.</b> Identify the actions and feelings of the characters in a familiar story.</p>	<p><b>Level IV Students will:</b>  <b>EERL.2.3.</b> Identify feelings and actions of characters related to major events and/or challenges in a familiar story.  <i>Ex.</i> During shared reading sessions, identify the feelings of characters as they relate to an event in the story, <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>: “How did Alexander and his dad feel when Alexander called Australia?”</p> <p><b>Level III Students will:</b>  <b>EERL.2.3.</b> Identify the actions and feelings of the characters in a familiar story.  <i>Ex.</i> During shared reading sessions, share with peers how characters feel in a familiar story?  <i>Ex.</i> “How does the pig feel when the wolf says, ‘I will huff and puff and blow your house down?’”</p> <p><b>Level II Students will:</b>  <b>EERL.2.3.</b> Identify the actions or feelings of characters in a familiar story.  <i>Ex.</i> With prompting during shared reading of a familiar story, tell what characters are doing on each page.  <i>Ex.</i> With prompting during shared reading of a familiar story, act out feelings or actions of the characters in the story.</p> <p><b>Level I Students will:</b>  <b>EERL.2.3.</b> Identify a familiar feeling of a character in a personal story.  <i>Ex.</i> With prompting during shared reading of a familiar story, use a two location voice output device programmed with “happy” and “sad” to label the feelings of characters in the story.</p>
<p><b>Craft and Structure.</b></p> <p><b>RL.2.4.</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p><b>EERL.2.4.</b> Identify rhyming words or repeated phrases in a story, poem, or song.</p>	<p><b>Level IV Students will:</b>  <b>EERL.2.4.</b> Identify rhyming words or repeated phrases in a familiar story, poem, and song.  <i>Ex.</i> While listening to a story, poem, or song containing rhyming words, identify two words that rhyme.  <i>Ex.</i> While following along as the teacher reads a familiar poem, identify repeated phrases.</p> <p><b>Level III Students will:</b>  <b>EERL.2.4.</b> Identify rhyming words or repeated phrases in a familiar story, poem, or song.  <i>Ex.</i> During a shared reading of a familiar story, poem, or song, identify a word or picture that rhymes with a word read by the teacher (e.g., After shared reading of <i>Is Your Mama a Llama?</i>, “Point to the word/picture that rhymes with mama.”).  <i>Ex.</i> During a shared reading of a familiar story, poem, or song, indicate when he or she hears the rhyming words (e.g., The student activates a voice output device to say “Hey that rhymes!”).</p> <p><b>Level II Students will:</b>  <b>EERL.2.4.</b> Complete an open-ended phrase with a word within a story, poem, or song.  <i>Ex.</i> During shared reading of a familiar story, song, or poem, complete a repeated phrase at the appropriate time.  <i>Ex.</i> During shared reading of a familiar story, song, or poem, provides a rhyming word in a familiar poem or song.</p> <p><b>Level I Students will:</b>  <b>EERL.2.4.</b> Complete an open-ended phrase with a word within a familiar story, poem, or song.  <i>Ex.</i> With prompting and support during shared reading sessions (e.g., the teacher uses an exaggerated pause, looks at the student, and gestures toward a voice output device), complete a repeated phrase at the appropriate time.  <i>Ex.</i> With prompting and support during shared reading sessions (e.g., teacher uses an exaggerated pause, looks at the student, and gestures</p>

<p><b>RL.2.5.</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p><b>EERL.2.5.</b> Determine the beginning and ending of a story.</p>	<p>toward a voice output device), provide rhyming word in a familiar a poem or song.</p> <p><b>Level IV Students will:</b>  <b>EERL.2.5.</b> After reading a story, explain what happened first and what happened last in a story.  <i>Ex.</i> After reading a story, will manipulate pictures or sentence strips of events in the story to correctly sequence the beginning and ending from an array of four choices.</p> <p><b>Level III Students will:</b>  <b>EERL.2.5.</b> Sequence the beginning and ending of a story.  <i>Ex.</i> Presented with an array of three choices after reading a story, sequence the beginning and ending using pictures or objects.</p> <p><b>Level II Students will:</b>  <b>EERL.2.5.</b> Presented with two choices after reading a story, will sequence the beginning and ending using pictures or objects.  <i>Ex.</i> Given two choices, will indicate which event happened first.</p> <p><b>Level I Students will:</b>  <b>EERL.2.5.</b> Identify the beginning of a story.  <i>Ex.</i> Presented with two choices while reading a story, will select the beginning using pictures or objects.  <i>Ex.</i> Open a book to the beginning of the story.</p>
<p><b>RL.2.6.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p><b>EERL.2.6.</b> Identify the speakers in a dialogue.</p>	<p><b>Level IV Students will:</b>  <b>EERL.2.6.</b> Identify at least two characters having a dialogue in a story.  <i>Ex.</i> Identify at least two characters having a dialogue in a story (story must contain more than one character).</p> <p><b>Level III Students will:</b>  <b>EERL.2.6.</b> Using a familiar story that includes dialogue, match the dialogue to the correct speaker.  <i>Ex.</i> Using a familiar story that includes dialogue, match the dialogue to the correct speaker.  <i>Ex.</i> Given dialogue from a familiar story that is modified from <i>Simon Says</i> using the character’s dialogue, match character to dialogue (e.g., Norma Jean, Champion Jumping Bean says, “I jump on my way to school.” – yes or no?).  <i>Ex.</i> Using switches programmed to have the speaker’s line in the story, listen to the switch, and identify who said the line/phrase.  <i>Ex.</i> Identify which character said which line using switches.  <i>Ex.</i> Use puppets/paper dolls who represent the characters to identify which character said which line.</p> <p><b>Level II Students will:</b>  <b>EERL.2.6.</b> Identify when a character is speaking in a story.</p> <p><b>Level I Students will:</b>  <b>EERL.2.6.</b> Attend to the dialogue while reading a story.  <i>Ex.</i> Look at a picture of the character who is speaking while a story is being read.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p><b>EERL.2.7.</b> Use illustrations in print or digital text to identify characters and settings.</p>	<p><b>Level IV Students will:</b>  <b>EERL.2.7.</b> Use illustrations in print or digital text to describe characters and settings.  <i>Ex.</i> Point to a picture of a character in a story and explain what that picture shows about the character.  <i>Ex.</i> Identify an illustration in the story that shows the setting and select words (print or symbols) that describe it from an array of choices.  <i>Ex.</i> Prior to reading the story, student looks at pictures and describes where the setting takes place.</p> <p><b>Level III Students will:</b></p>

		<p><b>EERL.2.7.</b> Use illustrations in print or digital text to identify characters and settings. <i>Ex.</i> Given three illustrations, select the one that depicts the setting in the story.</p> <p><b>Level II Students will:</b> <b>EERL.2.7.</b> Find the character in an illustration from a familiar text. <i>Ex.</i> During shared reading of a familiar text when the teacher stops at a page with an illustration that includes a specified character, point to the character.</p> <p><b>Level I Students will:</b> <b>EERL.2.7.</b> Given pictures of illustrations from the text, match to illustrations in the text during shared reading. <i>Ex.</i> Visually attend to the illustration when the teacher holds up the book for the student to see. <i>Ex.</i> Visually attend to the book during shared reading.</p>
<b>RL.2.8.</b> (Not applicable to literature)	<b>EERL.2.8.</b> (Not applicable to literature)	<b>EERL.2.8.</b> (Not applicable to literature)
<b>RL.2.9.</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>EERL.2.9.</b> Identify similarities in two versions of the same story.	<p><b>Level IV Students will:</b> <b>EERL.2.9.</b> Identify similarities and differences between two versions of the same story. <i>Ex.</i> Using the story of <i>The Three Little Pigs</i> and <i>The Three Little Javelinas</i>, identify how the two stories are the same and how they are different.</p> <p><b>Level III Students will:</b> <b>EERL.2.9.</b> Identify similarities in two versions of the same story. <i>Ex.</i> When listening to the second of two versions of the same story, says “same” when similar elements are read. <i>Ex.</i> Uses a single message voice output device to say, “same” during shared reading of the second of two versions of the same story. <i>Ex.</i> Finds pages in two versions of the same story that show something that is the same.</p> <p><b>Level II Students will:</b> <b>EERL.2.9.</b> Identify two versions of the same story. <i>Ex.</i> Find two books that are different versions of the same story from a collection of books.</p> <p><b>Level I Students will:</b> <b>EERL.2.9.</b> With prompting and support, match two versions of the same familiar story. <i>Ex.</i> With prompting and support, point to a second book that is about the same story (e.g., During shared reading of a familiar story, the teacher provides prompting and support to help the student identify another familiar book from a choice of two that is a different version of the same story.).</p>
<b>Range of Reading</b> <b>RL.2.10.</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>EERL.2.10.</b>	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>Reading (Informational Text)</b>		
<b>Key Ideas and Details.</b> <b>RI.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in	<b>EERI.2.1.</b> Answer “who” and “what” questions to demonstrate understanding of details in a familiar	<p><b>Level IV Students will:</b> <b>EERI.2.1.</b> Ask and answer questions using the familiar text for supportive evidence. <i>Ex.</i> Given a daily activity sheet, ask questions about what to do next.</p>

a text.	text.	<p><i>Ex.</i> Given a set of directions to complete a task, answer when asked, “What do we do next?”</p> <p><b>Level III Students will:</b>  <b>EERI.2.1.</b> With prompting and support, answer “who” and “what” questions to demonstrate understanding of details in a familiar text.  <i>Ex.</i> Given a set of familiar directions, answer questions about who follows the directions and what is one thing to do to complete the task.</p> <p><b>Level II Students will:</b>  <b>EERI.2.1.</b> Identify “what” questions to demonstrate understanding of details in a text.  <i>Ex.</i> Given the instructions for a model plane/car, birdhouse, or other craft project, identify what would happen if they did not use glue (or another key ingredient).</p> <p><b>Level I Students will:</b>  <b>EERI.2.1.</b> Identify with an array of choices a detail in a text or illustration.  <i>Ex.</i> Shown a calendar, point to any date.</p>
<b>RI.2.2.</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<b>EERI.2.2.</b> Identify the topic of the text with one supporting detail.	<p><b>Level IV Students will:</b>  <b>EERI.2.2.</b> Identify the topic and a detail of the text.  <i>Ex.</i> Given the steps to complete a project, retell key steps of the project.</p> <p><b>Level III Students will:</b>  <b>EERI.2.2.</b> Identify the topic of the text.  <i>Ex.</i> From three options, identify the topic of a series of directions (e.g., <i>Would the title be Making a Cake, Building a Birdhouse, or Riding the Bus?</i>).</p> <p><b>Level II Students will:</b>  <b>EERI.2.2.</b> Identify the title of a text.  <i>Ex.</i> After reading the title and steps for a series of directions, repeat the title.</p> <p><b>Level I Students will:</b>  <b>EERI.2.2.</b> Indicate a portion of a text.  <i>Ex.</i> Given a set of directions, point to any step or the title.</p>
<b>RI.2.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>EERI.2.3.</b> Describe one connection in a series of historical events, scientific ideas or concepts in technical procedures in a text.	<p><b>Level IV Students will:</b>  <b>EERI.2.3.</b> Describe multiple connections in an informational text.  <i>Ex.</i> Given a recipe, put the materials and tools needed for each step in order (e.g., To make brownies, put the ingredients first; then the measuring tools, bowl, and stirring spoon next; and the brownie pan last.).</p> <p><b>Level III Students will:</b>  <b>EERI.2.3.</b> Describe two connections in an informational text.  <i>Ex.</i> Given three directions to complete a task (e.g., take the mail to the office, collect the lunch count, etc.) and the first direction, use sequence strips to order the remaining steps in the procedure correctly.</p> <p><b>Level II Students will:</b>  <b>EERI.2.3.</b> Indicate a connection in an informational text.  <i>Ex.</i> Given the first picture, correctly order pictures or sequence strips into “First, _____; then, _____” as needed to complete a procedure.</p> <p><b>Level I Students will:</b>  <b>EERI.2.3.</b> Match a connection in an informational text.</p>

<p><b>Craft and Structure.</b></p> <p><b>RI.2.4.</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p><b>EERI.2.4.</b> Identify the meaning of a word related to a grade level topic of a text.</p>	<p><i>Ex. Look at or match the first picture in a sequence of events.</i></p> <p><b>Level IV Students will:</b>  <b>EERI.2.4.</b> Define words and phrases related to a topic of a text.  <i>Ex. Match word meanings to the words in the text.</i></p> <p><b>Level III Students will:</b>  <b>EERI.2.4.</b> Identify words related to a topic of a text.  <i>Ex. Select pictures from choices that relate to a text.</i></p> <p><b>Level II Students will:</b>  <b>EERI.2.4.</b> Categorize words by the topic of the text.  <i>Ex. After reading <i>The Planets in our Solar System</i>, sort words and phrases based on the relationship to the text (e.g., Mercury, Mars, and the Sun would go with the book, while candy, elephants, and windmills would not).</i></p> <p><b>Level I Students will:</b>  <b>EERI.2.4.</b> After reading a book, match the correct picture to a word.  <i>Ex. Word/picture sorts.</i>  <i>Ex. After reading <i>The Planets in our Solar System</i>, place the correct pictures on the illustrations (matching).</i></p>
<p><b>RI.2.5.</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p><b>EERI.2.5.</b> Locate text features (e.g., captions, subheadings, and bold print).</p>	<p><b>Level IV Students will:</b>  <b>EERI.2.5.</b> Use text features to locate facts and information in a text.  <i>Ex. Using the title and table of contents, identify facts or information in a familiar text.</i></p> <p><b>Level III Students will:</b>  <b>EERI.2.5.</b> Locate facts or information in a familiar text.  <i>Ex. Locate the day of the week on a calendar.</i></p> <p><b>Level II Students will:</b>  <b>EERI.2.5.</b> Recognize that books have titles.  <i>Ex. Locate the title on the front cover of a book.</i>  <i>Ex. With prompting and support, locate the title on the front cover of a book.</i></p> <p><b>Level I Students will:</b>  <b>EERI.2.5.</b> Indicate a book or another text.  <i>Ex. Point to a book when presented with a book and a calendar and asked, "Which one is a book?"</i></p>
<p><b>RI.2.6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><b>EERI.2.6.</b> Identify the main purpose of a text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.2.6.</b> After reading a book, explain how the story is important or useful.  <i>Ex. After reading <i>Ruby Bridges</i>, explain why the story is important.</i></p> <p><b>Level III Students will:</b>  <b>EERI.2.6.</b> Identify the main purpose of a text.  <i>Ex. Given three choices, select the purpose of the text – to help us understand Ruby Bridges, to help us know about buses, or to help us wear shoes.</i></p> <p><b>Level II Students will:</b></p>

		<p><b>EERI.2.6.</b> Select two reasons the text is interesting or useful.  <i>Ex.</i> After listening to text, select two picture cards that represent interesting information from the text.</p> <p><b>Level I Students will:</b>  <b>EERI.2.6.</b> Indicate one part of the text that is interesting or useful.  <i>Ex.</i> Using objects that represent parts of a text, indicate the preferred part.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RI.2.7.</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p><b>EERI.2.7.</b> Demonstrate understanding of how images relate to an informational text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.2.7.</b> Demonstrate understanding of the concepts that images convey in relationship to an informational text.  <i>Ex.</i> Answer questions such as, “What did you learn about water from seeing the photo of the drop splashing?” in <i>A Drop of Water?</i></p> <p><b>Level III Students will:</b>  <b>EERI.2.7.</b> Demonstrate understanding of how images relate to a familiar informational text.  <i>Ex.</i> Generate images to accompany a given text (e.g., Click on computer graphics to select an image related to a familiar text or use pre-cut items to glue and create an image that relates to a familiar text.).</p> <p><b>Level II Students will:</b>  <b>EERI.2.7.</b> Given two images, identify which one relates to a presented text.</p> <p><b>Level I Students will:</b>  <b>EERI.2.7.</b> Locate an image that represents a concept in an informational text.  <i>Ex.</i> Select a familiar icon to put on the daily calendar to represent a typical activity.</p>
<p><b>RI.2.8.</b> Describe how reasons support specific points the author makes in a text.</p>	<p><b>EERI.2.8.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards. (See EERI.2.5.).</p>
<p><b>RI.2.9.</b> Compare and contrast the most important points presented by two texts on the same topic.</p>	<p><b>EERI.2.9</b> Compare common elements between two texts.</p>	<p><b>Level IV Students will:</b>  <b>EERI.2.9.</b> Identify similarities in two texts on the same topic.  <i>Ex.</i> Read <i>World Without Fish</i> and <i>Energy Island</i> and identify something that is the same (pollution, earth, what we can do, etc.).</p> <p><b>Level III Students will:</b>  <b>EERI.2.9.</b> Identify a common element between two texts.  <i>Ex.</i> During shared reading of passages from <i>World Without Fish</i> and <i>Oceana: Our Endangered Oceans</i>, identify one picture that represents a common element (ocean, fish, water, etc.).</p> <p><b>Level II Students will:</b>  <b>EERI.2.9.</b> Identify two informational texts that are the same.  <i>Ex.</i> Given three illustrated menus with one being significantly different from the other two being identical, select the two that are the same.  <i>Ex.</i> Given two identical weather charts and a calendar and asked which two are the same, select weather charts.</p> <p><b>Level I Students will:</b>  <b>EERI.2.9.</b> Match two informational texts on the same topic.  <i>Ex.</i> During shared reading of a familiar text, teacher provides prompting and support to help the student identify another familiar text (from a choice of two) that is on the same topic.</p>
<p><b>Range of Reading and Level of Text Complexity.</b></p>		

<b>RI.2.10</b>	<b>EERI.2.10.</b>	****The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards. (See EERI.2.5).
<b>Reading (Foundational Skills)</b>		
<p><b>Phonics and Word Recognition.</b></p> <p><b>RF.2.3.</b> Know and apply grade-level phonics and word analysis.</p> <p><b>R.F.2.3.a.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p><b>R.F.2.3.b.</b> Know spelling-sound correspondences for additional common vowel terms.</p> <p><b>R.F.2.3.c.</b> Decode regularly spelled two-syllable words with long vowels.</p>	<p><b>EERF.2.3.a.-c.</b> Apply letter- sound and word analysis skills in decoding words. In context, identify 18 or more letter-sound associations.</p>	<p><b>Level IV Students will:</b>  <b>EERF.2.3.a.-c.</b> Use letter-sound associations in an effort to decode and spell words.  <i>Ex.</i> During a shared writing activity, identify the first letter required to write a word spoken by the teacher.  <i>Ex.</i> In independent writing, selects letters that reflect the initial letter in words that label a picture or match the topic.</p> <p><b>Level III Students will:</b>  <b>EERF.2.3.a.-c.</b> In context, identify 18 or more letter-sound associations.  <i>Ex.</i> Given a sound spoken by an adult during a shared writing activity, say or point to the letter.</p> <p><b>Level II Students will:</b>  <b>EERF.2.3.a.-c.</b> In context, identify any letter-sound association.  <i>Ex.</i> When asked to write own name, indicates the sound of the initial letter.</p> <p><b>Level I Students will:</b>  <b>EERF.2.3.a.-c.</b> Match an environmental sound to a picture/object/text/self.  <i>Ex.</i> Respond to their name when called.</p>
<p><b>R.F.2.3.d.</b> Decode words with common prefixes and suffixes.</p> <p><b>R.F.2.3.e.</b> Identify words with inconsistent but common spelling- sound correspondences.</p>	<p><b>EERF.2.3.d.-e.</b> Identify the beginning sound of familiar words.</p>	<p><b>Level IV Students will:</b>  <b>EERF.2.3.d.-e.</b> Use knowledge of initial consonant sounds in an effort to spell words.  <i>Ex.</i> During a shared writing activity, identify the first letter required to write a word spoken by the teacher.  <i>Ex.</i> In independent writing, select letters that reflect the initial letter in words that label a picture or match the topic.</p> <p><b>Level III Students will:</b>  <b>EERF.2.3.d.-e.</b> Identify the beginning sound of familiar words beginning with a single consonant sound.  <i>Ex.</i> Asked to indicate which word from two choices (dog and cat) begins with /d/ sound, points to the dog.</p> <p><b>Level II Students will:</b>  <b>EERF.2.3.d.-e.</b> Identify words that begin with a single-consonant phoneme that is spoken by an adult.  <i>Ex.</i> Given an array of pictures labeled by an adult, identify the picture that begins with the letter-sound spoken by the adult.</p> <p><b>Level I Students will:</b>  <b>EERF.2.3.d.-e.</b> Point to pictures with the same beginning sound, as an adult labels.  <i>Ex.</i> During shared reading, the teacher shows the student an illustration and says, "Show me the car."  <i>Ex.</i> During a morning meeting focused on planning for the day, identify pictures for the class schedule.</p>
<p><b>R.F.2.3.f.</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>EERF.2.3.f.</b> Recognize 10 or more written words.</p>	<p><b>Level IV Students will:</b>  <b>EERF.2.3.f.</b> Read 10 or more written words in a simple, connected text.  <i>Ex.</i> Given a beginning-level reader or teacher-created text, read the text orally, accurately identifying 10 or more words.  <i>Ex.</i> Read the morning message composed by the teacher using words the student can read in isolation.</p> <p><b>Level III Students will:</b></p>

		<p><b>EERF.2.3.f.</b> Recognize 10 or more written words.  <i>Ex.</i> When asked, read 10 or more words on the classroom word wall (e.g., can point to words as the teacher calls them or reads them orally).  <i>Ex.</i> When given a list of familiar consonant-vowel-consonant (CVC) words, successfully read 10 or more words.</p> <p><b>Level II Students will:</b>  <b>EERF.2.3.f.</b> Recognize five or more written words.  <i>Ex.</i> Point to the correct word when read by someone else.  <i>Ex.</i> Match written word to an object.</p> <p><b>Level I Students will:</b>  <b>EERF.2.3.f.</b> Recognize symbols that represent two or more common words.  <i>Ex.</i> Recognize symbols that are part of the daily schedule.  <i>Ex.</i> Recognize symbols that represent lunch item choices.</p>
<p><b>Fluency.</b></p> <p><b>RF.2.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RF.2.4.a.</b> Read on-level text with purpose and understanding.</p> <p><b>RF.2.4.b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>RF.2.4.c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>EERF.2.4.a.-c.</b> Participate in a grade level shared reading activity to support comprehension.</p>	<p><b>Level IV Students will:</b>  <b>EERF.2.4.a.-c.</b> Read a simple text and answer comprehension questions.  <i>Ex.</i> Read a familiar book.  <i>Ex.</i> Read words on a schedule without the support of symbols or pictures.</p> <p><b>Level III Students will:</b>  <b>EERF.2.4.a.-c.</b> Read or participate in a shared reading selection and answer a comprehension question.  <i>Ex.</i> Turn pages to follow along in a reading selection.  <i>Ex.</i> When using a recorded book, turn pages and attend to the recording.</p> <p><b>Level II Students will:</b>  <b>EERF.2.4.a.-c.</b> Respond to reading selection.  <i>Ex.</i> Complete a repeated story line during a shared reading activity.</p> <p><b>Level I Students will:</b>  <b>EERF.2.4.a.-c.</b> Attend to a reading selection.  <i>Ex.</i> Maintain visual contact with the reader during oral reading.  <i>Ex.</i> Maintain attending behavior during oral reading.</p>
<b>Writing</b>		
<p><b>Text Types and Purposes.</b></p> <p><b>W.2.1.</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p><b>EEW.2.1.</b> Select a book and write, draw, or dictate to state an opinion about it; one reason to support the opinion and provide a concluding statement.</p>	<p><b>Level IV Students will:</b>  <b>EEW.2.1.</b> Select a book, express an opinion with supporting detail/s and a concluding statement.  <i>Ex.</i> Select a book from the library, use a computer-based word bank to write “It’s the best,” and then refer to the book to find examples of what makes it the best and write about them.</p> <p><b>Level III Students will:</b>  <b>EEW.2.1.</b> Select a book and write, draw, or dictate an opinion and one reason to support the opinion.  <i>Ex.</i> Select a book from a collection of recently read books, use a multiple message communication device to say, “good book” and then add a reason, “funny.”</p>

		<p><b>Level II Students will:</b>  <b>EEW.2.1.</b> With prompting and support, select a book and write, draw, or dictate an opinion about the book.  <i>Ex.</i> Select a book from a collection of recently read books, then the teacher will navigate through the student's multiple message communication device to reveal messages that express an opinion, then select a message communicating an opinion (e.g., "It's really good!"). The teacher asks, "What makes it good?" and the student will use the device to answer (e.g., says "boy") which the teacher interprets to mean the student liked the main character who was a boy.</p> <p><b>Level I Students will:</b>  <b>EEW.2.1.</b> Express an opinion about a book.  <i>Ex.</i> After the media specialist shows the students two books they might want to check out, look at one of them and indicate a preference (e.g., smiles).</p>
<p><b>W.2.2.</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p><b>EEW.2.2.</b> Select a topic and compose a message with one fact about it and a concluding statement.</p>	<p><b>Level IV Students will:</b>  <b>EEW.2.2.</b> Select a topic and compose a message with at least two facts about it and a concluding statement.  <i>Ex.</i> Select a topic based on a bulletin board in the classroom about life cycles, then writes fg (frog), tpl (tadpole), and lgs (legs).  <i>Ex.</i> Look through a photo album parents have sent in from home and select a picture (e.g., the beach) and then writes about it using a keyboard (e.g., producing bech [beach], sd [sand], sim [swim]).</p> <p><b>Level III Students will:</b>  <b>EEW.2.2.</b> Select a topic and compose a message with at least one fact about it.  <i>Ex.</i> Look through a photo album parents have sent in from home and select a picture of the beach and then dictate a fact about the picture for the teacher to write: "The beach is hot." or "The beach has water."</p> <p><b>Level II Students will:</b>  <b>EEW.2.2.</b> From given topics, select a topic and compose a message about it.  <i>Ex.</i> Given a topic from a recently completed classroom activity, within a small group tell the teacher one thing that happened during the activity as the teacher writes a repeated line of text, "One thing we did was _____." "Another thing we did was _____." "We also did _____."</p> <p><b>Level I Students will:</b>  <b>EEW.2.2.</b> Select a topic from an array of choices.  <i>Ex.</i> Working with a group of peers, select the topic each peer will write about from a choice of two or more.  <i>Ex.</i> Select the topic for a shared writing activity from two or more choices offered by the teacher.</p>
<p><b>W.2.3.</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p><b>EEW.2.3.</b> Select an event or personal experience to compose a message about.</p>	<p><b>Level IV Students will:</b>  <b>EEW.2.3.</b> Select an event and personal experience to compose a message about.  <i>Ex.</i> Look through digital photos the teacher took while the children completed a class project, select a picture and then write a comment to go with the picture.</p> <p><b>Level III Students will:</b>  <b>EEW.2.3.</b> Select an event or personal experience to compose a message about.  <i>Ex.</i> Draw a picture about his or her brother's soccer game, asks the teacher to write his or her brother's name, and then signs own name to the picture.</p> <p><b>Level II Students will:</b>  <b>EEW.2.3.</b> Compose a message about a personal experience.  <i>Ex.</i> Tell the teacher about a trip to the pet shop and draw a picture of it when asked.  <i>Ex.</i> When the teacher displays a picture of the student working with peers to complete a class project, dictate a message to go with it.  <i>Ex.</i> Following an in-class cooking experience, use a teacher-provided template to name the activity (e.g., "Mkg Ckez" [Making Cookies]), and tell</p>

		<p>how they liked it (e.g., “Likem.” [I liked them.]).</p> <p><b>Level I Students will:</b>  <b>EEW.2.3.</b> Communicate about a personal experience.  <i>Ex.</i> After the teacher talks with the student about going to an activity (e.g., his or her brother’s soccer game) and asks, “Was it good?” The student indicates answer (e.g., indicate “no” by looking down) and the teacher writes in the student’s journal (e.g., “Tamika went to her brother’s soccer game. It was not fun.”).  <i>Ex.</i> After the teacher works with the student to review the events in his or her schedule for the day, points to and labels each of the visual supports, and asks, “Did you do it?” The student indicates an answer (e.g., indicate “yes” by smiling), and the teacher writes “Brian did art,” in his home-school journal.</p>
<b>Production and Distribution of Writing.</b>		
<b>W.2.4.</b> (Begins in grade 3)	<b>EEW.2.4.</b> (Begins in grade 3)	<b>EEW.2.4.</b> (Begins in grade 3)
<b>W.2.5.</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>EEW.2.5.</b> With prompting and support from adults and peers, add more information to strengthen the message.	<p><b>Level IV Students will:</b>  <b>EEW.2.5.</b> With prompting and support from adults and peers, add two additional details to strengthen the message.  <i>Ex.</i> After writing about a favorite story, and being directed by teacher to look in the book for more details, adds additional facts.</p> <p><b>Level III Students will:</b>  <b>EEW.2.5.</b> With prompting and support from adults and peers, add one additional detail to strengthen the message.  <i>Ex.</i> Dictate a sentence for the teacher to write. When the teacher asks for clarification (e.g., “Tell me when that happened.”), dictates more to clarify.</p> <p><b>Level II Students will:</b>  <b>EEW.2.5.</b> With prompting and support from adults or peers, add more information to complete a given idea.  <i>Ex.</i> Dictate a sentence for the teacher to write. When the teacher asks, “Tell me more,” adds more.</p> <p><b>Level I Students will:</b>  <b>EEW.2.5.</b> Communicate a message.  <i>Ex.</i> Use a single message voice output device to tell a peer, “Read it to me.” While students are sharing group writing and when invited to contribute his ideas, makes marks on the paper.  <i>Ex.</i> Use a computer-based paint program to draw about a favored activity.  <i>Ex.</i> Select keys on a keyboard to write a note to a friend.</p>
<b>W.2.6.</b> With guidance and support from adults, explore with a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>EEW.2.6.</b> With prompting and support from adults and peers, use technology to produce and publish writing.	<p><b>Level IV Students will:</b>  <b>EEW.2.6.</b> Use technology to produce and publish writing.  <i>Ex.</i> Use a combination of pictures, word banks, and letter-by-letter spelling to produce a list of peers who worked on the project so it can be hung up with the project.  <i>Ex.</i> Use a talking word processor with word prediction software to write words and phrases about himself or herself for inclusion in a class book, <i>When We Were Babies</i>.</p> <p><b>Level III Students will:</b>  <b>EEW.2.6.</b> Use technology to produce and publish writing.  <i>Ex.</i> Use a keyboard preprogrammed by the teacher with words and phrases to write a response to a book to publish in the class’ book of book reviews.  <i>Ex.</i> Work with a peer to choose words from word banks and spell words to write about himself or herself for inclusion in a class book, <i>When We Were Babies</i>.</p>

		<p><i>Ex.</i> With prompting and support, use assistive technology to write back and forth with a parent volunteer in a digital written conversation environment (e.g., e-mail, text message).</p> <p><b>Level II Students will:</b>  <b>EEW.2.6.</b> With prompting and support from adults and peers, use technology to produce writing.  <i>Ex.</i> Working with a peer, use a keyboard preprogrammed by the teacher with words and phrases to write about a book.  <i>Ex.</i> Work with a peer to choose words from a word bank and spell words to write about himself or herself.</p> <p><b>Level I Students will:</b>  <b>EEW.2.6.</b> With prompting and support from adults and peers, operate technology for writing.  <i>Ex.</i> Select preprogrammed messages from a keyboard and listen as the message is read/typed by a talking word processing program.</p>
<p><b>Research to Build and Present Knowledge.</b></p> <p><b>W.2.7.</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p><b>EEW.2.7.</b> Participate in shared writing and research projects.</p>	<p><b>Level IV Students will:</b>  <b>EEW.2.7.</b> Participate in shared writing and research projects.  <i>Ex.</i> Select the topic of the research project and choose words or ideas to include.</p> <p><b>Level III Students will:</b>  <b>EEW.2.7.</b> Participate in shared writing projects.  <i>Ex.</i> Read and listen with a peer to two electronic books selected by the teacher in a digital reading environment and with a keyboard with alphabet and whole word access, type letters, words, or sentences about what they learn.</p> <p><b>Level II Students will:</b>  <b>EEW.2.7.</b> Participate in shared writing by choosing an informational detail.  <i>Ex.</i> Given a premade set-up on a keyboard or onscreen keyboard, select words and pictures to add to a shared research and writing project.</p> <p><b>Level I Students will:</b>  <b>EEW.2.7.</b> Select pictures, words, or objects related to a shared writing project.  <i>Ex.</i> Use a touch screen to scroll through pictures related to the topic of a shared research project and select one, which a peer, aide, or teacher will write in the shared research project and read aloud.</p>
<p><b>W.2.8.</b> With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>EEW.2.8.</b> Identify information related to personal experiences and answer simple questions about those experiences.</p>	<p><b>Level IV Students will:</b>  <b>EEW.2.8.</b> Recall information related to personal experiences and answer simple questions about those experiences.</p> <p><b>Level III Students will:</b>  <b>EEW.2.8.</b> Identify information related to personal experiences or answer simple questions about those experiences.</p> <p><b>Level II Students will:</b>  <b>EEW.2.8.</b> With prompting and support from adults, identify information related to personal experiences and answer simple questions about those experiences.</p> <p><b>Level I Students will:</b>  <b>EEW.2.8.</b> Identify information related to personal experiences and preferences.  <i>Ex.</i> Working with a small group of peers and the teacher, identify objects and artifacts from a personal experience that will then be labeled appropriately by the teacher (e.g., Science things: rocks, leaves, twigs).</p>
<p><b>W.2.9</b></p>	<p><b>EEW.2.9.</b></p>	<p><b>EEW.2.9</b></p>

(Begins in grade 4)	(Begins in grade 4)	(Begins grade 4)
<b>Range of Writing.</b>		
<b>W.2.10.</b> (Begins in grade 3)	<b>EEW.2.10.</b> (Begins in grade 3)	<b>EEW.2.10.</b> (Begins in grade 3)
<b>Speaking and Listening</b>		
<b>Comprehension and Collaboration.</b>		
<p><b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.2.1.a.</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>SL.2.1.b.</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p><b>EESL.2.1.a.-b.</b> Engage in multiple, conversational - turn exchanges with peers and adults in small groups on various topics.</p>	<p><b>Level IV Students will:</b>  <b>EESL.2.1.a.-b.</b> Engage in multiple-turn exchanges with peers and adults in small groups.  <i>Ex.</i> After shared reading of a story, take two or more conversational turns to communicate with peers about favorite parts of the story.  <i>Ex.</i> During literacy center time, take multiple turns with peers talking as they work sorting picture and word cards.  <i>Ex.</i> Offer own opinion about a fable that builds on the opinion of a peer (e.g., Peer says, "I didn't like it." The student replies, "Me either.") and then continue as peer replies (e.g., "It was boring.") by adding more (e.g., "Yeah, boring.").  <i>Ex.</i> During center time, a peer starts talking about the project he is making (e.g., "I'm gonna make a big one.") and the student adds (e.g., "I want one.") when the peer replies (e.g., "You can make a big one."), continue the exchange (e.g., "too hard.").</p> <p><b>Level III Students will:</b>  <b>EESL.2.1.a.-b.</b> Engage in multiple-turn exchanges with peers or adults in small groups.  <i>Ex.</i> After shared reading of a fable in a small group, take turns talking about the fable with the teacher's involvement.  <i>Ex.</i> During lunchtime, communicate about the weekend taking multiple turns with peers and adults who are sitting at the table.  <i>Ex.</i> Offer a comment about a fable read in a small group that shows agreement or disagreement with a peer (e.g., "It wasn't scary." "I liked it more." ).  <i>Ex.</i> During snack time when a peer starts talking about a favorite TV show, add more by selecting the name of their favorite show from a multiple message communication system.</p> <p><b>Level II Students will:</b>  <b>EESL.2.1.a.-b.</b> Engage in conversation with individual peers.  <i>Ex.</i> While at a literacy center working with letters and words, when a peer hands the student a letter and says, "You need this one?" and the student replies, "No, b!" The peer finds a letter b and says, "This one?" The student replies, "Yeah, b."  <i>Ex.</i> When the snack helper asks, "What do you want?" and holds up the white milk and chocolate milk, look directly at the chocolate milk. The peer acknowledges, "Okay, chocolate." And the student uses sign language to say, "Thank you." The peer replies, "You're welcome."  <i>Ex.</i> When given a choice of symbols or icons representing "happy," "sad," and "so-so" faces, select one that shows opinion of story when asked by the teacher.  <i>Ex.</i> When a teacher starts talking about what the class should do after lunch, say, "Outside!"</p> <p><b>Level I Students will:</b>  <b>EESL.2.1.a.-b.</b> Communicate directly with an adult.  <i>Ex.</i> Select from an array of pictures to indicate a favorite character in a story.  <i>Ex.</i> Look at the carton of chocolate milk when a teacher holds up a carton of white milk and a carton of chocolate milk and asks, "What do you want?"  <i>Ex.</i> Hand a teacher a picture of a desired toy to request an object during center time.  <i>Ex.</i> Select a happy or sad face when the teacher says, "We are telling how we feel about the story. If you liked it, touch happy. If you didn't like it, touch sad."  <i>Ex.</i> Use a single message voice output device to say, "I know something about that." When a teacher makes a comment about the book during shared reading.</p>

<p><b>SL.2.1.c.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p><b>EESL.2.1.c.</b> Ask questions related to a prescribed topic or text.</p>	<p><b>Level IV Students will:</b>  <b>EESL.2.1.c.</b> Ask questions to seek further information/explanation related to a prescribed topic or text.  <i>Ex.</i> After reading a fable in class, ask the teacher, “Why didn’t the rabbit win the race?”</p> <p><b>Level III Students will:</b>  <b>EESL.2.1.c.</b> Ask questions related to a prescribed topic or text.  <i>Ex.</i> During shared reading of a fable, ask “What is that?”(pointing to the tortoise).  <i>Ex.</i> Use a multiple message voice output device to ask, “Who?” when the teacher explains that the class will have a special visitor coming to class today.</p> <p><b>Level II Students will:</b>  <b>EESL.2.1.c.</b> Ask a question related to a prescribed topic or text.  <i>Ex.</i> Given a choice of two questions recorded on single message voice output device (e.g., “What happens next?” and “Why did she do that?”) and support from the teacher who models by saying, “I wonder what will happen next.” Or “I wonder why she did that?” select a question to ask.  <i>Ex.</i> Ask, “How are you today?” during morning group, after several students have asked the question, “How are you today?”</p> <p><b>Level I Students will:</b>  <b>EESL.2.1.c.</b> Make a request.  <i>Ex.</i> Given a single message voice output device with the single word, <i>why</i> during a shared reading activity with an informational text, hit the switch to say “why?”  <i>Ex.</i> During morning meeting time when the teacher is explaining the calendar to the group, she exaggerates when asking, “Do you know what we’re going to do then?” the student hits a single message voice output device to say, “What?”</p>
<p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p><b>EESL.2.2</b> Recount key details from a text read aloud and information presented orally or through other media.</p>	<p><b>Level IV Students will:</b>  <b>EESL.2.2.</b> Share key details from a text read aloud and information presented orally or through other media.  <i>Ex.</i> After hearing the story of <i>Ruby Bridges</i> read aloud, describe Ruby as a brave, young girl.  <i>Ex.</i> Say, “Ruby really wanted to go to school.” When asked to identify an important event in the story.</p> <p><b>Level III Students will:</b>  <b>EESL.2.2.</b> Answer questions about key details from a text read aloud or information presented orally or through other media.  <i>Ex.</i> Pick from choices to answer questions about key details presented in a story read aloud (e.g., “What did Ruby want to do?”).  <i>Ex.</i> Answer yes or no question about a story that was read aloud (e.g., indicate correct response when asked if Ruby went to school.).</p> <p><b>Level II Students will:</b>  <b>EESL.2.2.</b> Answer questions about a key detail presented in a story read aloud after the teacher rereads the text  <i>Ex.</i> Select the picture symbol from an array to answer a question about a video clip after the teacher stops the video on the key scene.</p> <p><b>Level I Students will:</b>  <b>EESL.2.2.</b> Answer a question about a text read aloud or information presented through other media.  <i>Ex.</i> After listening to the story of Ruby Bridges and looking carefully at the pictures, point to a picture of Ruby when asked, “Where is Ruby?”</p>
<p><b>SL.2.3.</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p><b>EESL.2.3.</b> Ask and Answer questions about what a speaker says.</p>	<p><b>Level IV Students will:</b>  <b>EESL.2.3.</b> Ask and answer questions about what a speaker says.  <i>Ex.</i> Ask, “What did she say?” to request repetition of something someone said to them.  <i>Ex.</i> Answer, “To lunch” when asked where the class is going next.</p> <p><b>Level III Students will:</b>  <b>EESL.2.3.</b> Answer questions about what a speaker says.</p>

		<p><i>Ex.</i> Repeat the directions when a teacher asks, “What do you need to do next?”  <i>Ex.</i> Answer the question, “What do you want?” after the person working the lunch line states the options.</p> <p><b>Level II Students will:</b>  <b>EESL.2.3.</b> When given choices, answer questions about what a speaker says.  <i>Ex.</i> When the teacher asks, “What do you need to do next?” and given a choice of two of the steps, the student identifies the next step.  <i>Ex.</i> After the teacher assigns daily jobs to students, student identifies one of two or three symbols that represents their job for the day.</p> <p><b>Level I Students will:</b>  <b>EESL.2.3.</b> Respond when asked a question.  <i>Ex.</i> When asked, “What do you want,” look at the objects being offered by the teacher.  <i>Ex.</i> When asked, “Where should we go,” look at the door to the classroom.</p>
<p><b>Presentation of Knowledge and Ideas.</b></p> <p><b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>EESL.2.4.</b> Identify a personal experience and share relevant details.</p>	<p><b>Level IV Students will:</b>  <b>EESL.2.4.</b> Identify a personal experience and share relevant details.  <i>Ex.</i> Select a photo of a trip to a water park. Use the photo to tell about the park (e.g., who was there or favorite part of the park).  <i>Ex.</i> Select a photo from a family trip to the park and use the picture to tell about what happened.</p> <p><b>Level III Students will:</b>  <b>EESL.2.4.</b> Identify a personal experience and share one relevant detail.  <i>Ex.</i> Use a photo to identify a trip to the water park and point out the slide in the picture.  <i>Ex.</i> Select a photo from a family trip to the park and tell about one thing that happened (e.g., “picnic,” “hotdogs”).</p> <p><b>Level II Students will:</b>  <b>EESL.2.4.</b> Identify a photo or object that reflects a personal experience.  <i>Ex.</i> Select a picture of a trip to the water park from a set of four photos when asked “Where did you go Saturday?”  <i>Ex.</i> Select a photo of self-holding an art project, when asked “What did you make?”</p> <p><b>Level I Students will:</b>  <b>EESL.2.4.</b> Identify a photo or object of self-engaged in an activity.  <i>Ex.</i> With prompting and support, eye gaze to a picture of a trip to the water park.</p>
<p><b>SL.2.5.</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>EESL.2.5.</b> Produce a visual, audio, or tactual representation to recount an experience, thought, or feeling.</p>	<p><b>Level IV Students will:</b>  <b>EESL.2.5.</b> Produce a visual, audio, or tactual representation to depict an experience, thought, or feeling.  <i>Ex.</i> Produce a collage that shows all of the attractions at the waterpark and dictate a caption for it (e.g., fun birthday).  <i>Ex.</i> Compile a playlist of music to go with a slideshow of photos from a class trip.</p> <p><b>Level III Students will:</b>  <b>EESL.2.5.</b> Select a visual, audio, or tactual representation to depict an experience, thought, or feeling.  <i>Ex.</i> Select from choices of the pictures of the trip to the water park that depicts the experience.  <i>Ex.</i> Select a tactual material from a box of materials to represent how they feel about a new activity in P.E.</p> <p><b>Level II Students will:</b>  <b>EESL.2.5.</b> Select a representation to accompany a personal story.  <i>Ex.</i> After creating a predictable chart (“I like ____.”) with the class during shared writing, select a picture to go with this page in the book (e.g., the student looks through a magazine to choose a picture).</p>

		<p>Ex. During shared reading of a text, select a tactual material from a box of materials to represent the text on one page of the story.</p> <p><b>Level I Students will:</b>  <b>EESL.2.5.</b> Select a picture to accompany a personal story.  <i>Ex.</i> With prompting and support after creating a predictable chart (“I like ____.”) with the class during shared writing, the student selects a picture to go with his page in the book from a small set of pictures provided by the teacher.  <i>Ex.</i> With prompting and support during shared reading of a text, student selects a tactual material from a box of materials to represent the text on one page of the story from a small set of tactual materials provided by the teacher.</p>
<b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>EESL.2.6.</b> Communicate to provide clarification when appropriate to tasks and situation.	<p><b>Level IV Students will:</b>  <b>EESL.2.6.</b> Communicate own thoughts, feelings, and ideas to provide details or clarification.  <i>Ex.</i> When asked, “Why did you go to the waterpark?” answer, “My birthday.” Then, add more when asked, “Why did you pick it?” by saying, “big slide!”</p> <p><b>Level III Students will:</b>  <b>EESL.2.6.</b> Communicate to provide clarification.  <i>Ex.</i> A student is crying and looking distraught. When the teacher asks, “What’s wrong?” the student uses a multiple message communication device to say, “hurt.”</p> <p><b>Level II Students will:</b>  <b>EESL.2.6.</b> Communicate about a specific task and experience.  <i>Ex.</i> When asked, “What did you think about the water park?” select icon to show an emotion (e.g., happy face).  <i>Ex.</i> During shared writing, select a picture of a hamburger from an array of three or more choices to complete the sentence, “I like to eat _____.”</p> <p><b>Level I Students will:</b>  <b>EESL.2.6.</b> Communicate about a specific task or experience.  <i>Ex.</i> When asked, “What did you think about the water park?” with support, point to an icon from a small array of choices to show an emotion (e.g., a happy face or sad).</p>
<b>Language</b>		
<b>Conventions of Standard English.</b>		
<b>L.2.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p><b>EEL.2.1.</b> Communicate to convey information (written)</p> <p><b>EEL.2.1.a.-f.</b> Produce all letters.</p>	<p><b>Level IV Students will:</b>  <b>EEL.2.1.a.-f.</b> Produce two- and three-letter words.  <i>Ex.</i> Use a keyboard or communication device to produce two- and three- letter words.</p> <p><b>Level III Students will:</b>  <b>EEL.2.1.a.-f.</b> Produce all letters.  <i>Ex.</i> Use technology and tools to produce all letters.</p> <p><b>Level II Students will:</b>  <b>EEL.2.1.a.-f.</b> Produce first letter in own name.  <i>Ex.</i> Use writing tool to produce first letter of their name.</p> <p><b>Level I Students will:</b>  <b>EEL.2.1.a.-f.</b> Produce a letter.</p>
<b>L.2.1.a.</b> Use collective nouns (e.g., group).	<b>EEL.2.1.</b> Communicate to convey	<b>Level IV Students will:</b>

<p><b>L.2.1.b.</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	<p>information (spoken).</p> <p><b>EEL.2.1.a.-b.</b> Use frequently occurring nouns (e.g., mom, dad, boy, girl).</p>	<p><b>EEL.2.1.a.-b.</b> Use a variety of nouns. <i>Ex.</i> Use nouns to name familiar objects.</p> <p><b>Level III Students will:</b> <b>EEL.2.1.a.-b.</b> Use frequently occurring nouns (e.g., mom, dad, boy, girl). <i>Ex.</i> Identify individuals using a frequently occurring noun such as <i>mom, dad, boy, or girl</i>, to the teacher using their routine mode of communication.</p> <p><b>Level II Students will:</b> <b>EEL.2.1.a.-b.</b> Identify symbols or objects that represent personally relevant, common nouns. <i>Ex.</i> Point to an object or person when named by an adult (e.g., asked “Where is your coat?” points to it.).</p> <p><b>Level I Students will:</b> <b>EEL.2.1.a.-b.</b> Interact with symbols or objects that represent personally relevant, common nouns. <i>Ex.</i> Given coat and told, “Here is your coat,” reach for the coat.</p>
<p><b>L.2.1.c.</b> Use reflexive pronouns (e.g., myself, ourselves).</p>	<p><b>EEL.2.1.</b> Communicate to convey information (spoken).</p> <p><b>EEL.2.1.c.</b> Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them).</p>	<p><b>Level IV Students will:</b> <b>EEL.2.1.c.</b> Use frequently occurring pronouns correctly across environments. <i>Ex.</i> Comment during a shared reading activity using frequently occurring pronouns (e.g., “They are mad.,” “She is sick.”).</p> <p><b>Level III Students will:</b> <b>EEL.2.1.c.</b> Use frequently occurring pronouns to refer to self and others (e.g., I, me, we, they, him, her, them). <i>Ex.</i> Use “I” and “me” when referring to self. <i>Ex.</i> Use “we” when referring to self and friend. <i>Ex.</i> Use “he” or “him” for boy and “she” or “her” for girl when referring to another person.</p> <p><b>Level II Students will:</b> <b>EEL.2.1.c.</b> Use the pronouns “you,” “I,” and “me.” <i>Ex.</i> Use “me” when referring to self. <i>Ex.</i> Use “you” when addressing someone else.</p> <p><b>Level I Students will:</b> <b>EEL.2.1.c.</b> Demonstrate emerging awareness of “me.” <i>Ex.</i> While passing out materials for a lesson, the teacher asks, “Who wants one?” and the child puts hand on chest to indicate, “me.”</p>
<p><b>L.2.1.d.</b> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>	<p><b>EEL.2.1.</b> Communicate to convey information (spoken).</p> <p><b>EEL.2.1.d.</b> Use frequently occurring verbs.</p>	<p><b>Level IV Students will:</b> <b>EEL.2.1.d.</b> Use frequently occurring, regular and irregular verbs. <i>Ex.</i> When asked to tell about past events, the student responds appropriately with past tense verbs (e.g., went, saw, played, watched).</p> <p><b>Level III Students will:</b> <b>EEL.2.1.d.</b> Use frequently occurring verbs. <i>Ex.</i> Uses verbs to describe actions when asked what they are doing (e.g., run, play, eat).</p> <p><b>Level II Students will:</b> <b>EEL.2.1.d.</b> Use at least 5 verbs to make requests or respond to questions (e.g., want, like, go, eat). <i>Ex.</i> Use a PECS sentence strip to make a request (e.g., “I want _____.”).</p> <p><b>Level I Students will:</b></p>

<p><b>L.2.1.e.</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p><b>EEL.2.1.</b> Communicate to convey information (spoken).</p> <p><b>EEL.2.1.e.</b> Use frequently occurring adjectives.</p>	<p><b>EEL.2.1.d.</b> Demonstrate emerging understanding of the meaning of common verbs.</p> <p><b>Level IV Students will:</b>  <b>EEL.2.1.e.</b> Use adjectives to accurately describe people, places, events, and things.  <i>Ex.</i> Use a range of adjectives to describe a place they have visited.</p> <p><b>Level III Students will:</b>  <b>EEL.2.1.e.</b> Use frequently occurring adjectives.  <i>Ex.</i> Use adjectives to describe the color, shape, or size of an object or person (e.g., red, big, round).</p> <p><b>Level II Students will:</b>  <b>EEL.2.1.e.</b> Identify adjectives that describe familiar objects.  <i>Ex.</i> Asked, “Is the ball big or small?” responds “big” when presented with a large ball.</p> <p><b>Level I Students will:</b>  <b>EEL.2.1.e.</b> Select objects of different colors, shapes, and textures.</p>
<p><b>L.2.1.f.</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p><b>EEL.2.1.</b> Communicate to convey information (spoken).</p> <p><b>EEL.2.1.f.</b> Link two or more words together in communication.</p>	<p><b>Level IV Students will:</b>  <b>EEL.2.1.f.</b> Communicate using multiple-word utterances.  <i>Ex.</i> Communicate in sentences or phrases of three or more words.</p> <p><b>Level III Students will:</b>  <b>EEL.2.1.f.</b> Link two or more words together in communication.  <i>Ex.</i> Use two-word sentences or phrases to communicate about an activity or event (e.g., “I run,” “he plays,” “it snows”).</p> <p><b>Level II Students will:</b>  <b>EEL.2.1.f.</b> Use single words to communicate.  <i>Ex.</i> Communicate in single words using symbols, sign, or other methods of communication used routinely by the student.</p> <p><b>Level I Students will:</b>  <b>EEL.2.1.f.</b> Respond to frequently occurring words.  <i>Ex.</i> Look at the boy when asked, “Do you see the boy?”</p>
<p><b>L.2.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.2.2.a.</b> Capitalize holidays, product names, and geographic names.</p> <p><b>L.2.2.b.</b> Use commas in greetings and closings of letters.</p> <p><b>L.2.2.c.</b> Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p><b>EEL.2.2.a-c.</b> Use conventions of spelling and punctuation when communicating.</p>	<p><b>Level IV Students will:</b>  <b>EEL.2.2.a-c.</b> Capitalize the first letter of a sentence and add punctuation where necessary.</p> <p><b>Level III Students will:</b>  <b>EEL.2.2.a-c.</b> Capitalize the first letter of a sentence or add punctuation at the end of a sentence.</p> <p><b>Level II Students will:</b>  <b>EEL.2.2.a-c.</b> Capitalize first letter of own name.</p> <p><b>Level I Students will:</b>  <b>EEL.2.2.a-c.</b> Match the capital letter of own name in print.</p>

<p><b>L.2.2.d.</b> Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>	<p><b>EEL.2.2.d.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.2.2.e.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>EEL.2.2.e.</b> Consult print in the environment to support reading and spelling.</p>	<p><b>Level IV Students will:</b> <b>EEL.2.2.e.</b> Consult print in variety of environments to support reading and spelling. <i>Ex.</i> When the teacher asks, “What word on the word wall could you use to help you spell bat?” the student says or points to the word “at.”</p> <p><b>Level III Students will:</b> <b>EEL.2.2.e.</b> Consult print in a familiar environment to support reading or spelling. <i>Ex.</i> The teacher tells the student, “Find a word on the word wall that will help you spell bat.” The student locates the word “at.”</p> <p><b>Level II Students will:</b> <b>EEL.2.2.e.</b> Consult print in the environment to match words in a text. <i>Ex.</i> The teacher tells the student to look under the letter A, to find a word that will help you spell bat. The student points to the word “at.”</p> <p><b>Level I Students will:</b> <b>EEL.2.2.e.</b> Matches a picture with print in the environment.</p>
<p><b>Knowledge of Language.</b></p> <p><b>L.2.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.2.3.a.</b> Compare formal and informal uses of English.</p>	<p><b>EEL.2.3.a.</b> Use informal language when communicating.</p>	<p><b>Level IV Students will:</b> <b>EEL.2.3.a.</b> Use formal and informal language when communicating. <i>Ex.</i> Use simple complete sentences when communicating with the teacher.</p> <p><b>Level III Students will:</b> <b>EEL.2.3.a.</b> Use informal language when communicating. <i>Ex.</i> Use one-word responses and informal expressions when communicating.</p> <p><b>Level II Students will:</b> <b>EEL.2.3.a.</b> Use symbolic language to communicate. <i>Ex.</i> Use one symbol representing words or short phrases to communicate an utterance.</p> <p><b>Level I Students will:</b> <b>EEL.2.3.a.</b> Recognize familiar symbols for communication. <i>Ex.</i> Use single pictures and signs when communicating.</p>
<p><b>Vocabulary Acquisition and Use.</b></p> <p><b>L.2.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p><b>L.2.4.a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><b>EEL.2.4.</b> Demonstrate knowledge of new vocabulary drawn from reading and content areas.</p> <p><b>EEL.2.4.a.-b.</b> Use newly acquired vocabulary.</p>	<p><b>Level IV Students will:</b> <b>EEL.2.4.a.-b.</b> Use newly acquired vocabulary in context. <i>Ex.</i> Use newly acquired vocabulary in a simple sentence or phrase in correct context.</p> <p><b>Level III Students will:</b> <b>EEL.2.4.a.-b.</b> Use newly acquired vocabulary. <i>Ex.</i> Use a newly acquired word in isolation correctly per its definition. <i>Ex.</i> Answer a question using a newly acquired word in isolation correctly per its definition.</p>

<p><b>L.2.4.b.</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p>		<p><b>Level II Students will:</b>  <b>EEL.2.4.a.-b.</b> Identify newly acquired vocabulary.  <i>Ex.</i> Identify which words are new to them when listening to story or teacher directions.  <i>Ex.</i> Ask about words that are new to them during classroom activities.</p> <p><b>Level I Students will:</b>  <b>EEL.2.4.a.-b.</b> Respond when new vocabulary is used.  <i>Ex.</i> Answer yes or no, when asked, “Is this word new?”  <i>Ex.</i> Signal when a new word is spoken to them when directed.  <i>Ex.</i> Answer “yes” or “no”, when asked, “Do you know what this word means?”</p>
<p><b>L.2.4.c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<p><b>EEL.2.4.c.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.2.4.d.</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	<p><b>EEL.2.4.d.</b> Demonstrate knowledge of compound words.</p>	<p><b>Level IV Students will:</b>  <b>EEL.2.4.d.</b> Demonstrate knowledge and understanding of compound words.</p> <p><b>Level III Students will:</b>  <b>EEL.2.4.d.</b> Demonstrate knowledge of compound words.</p> <p><b>Level II Students will:</b>  <b>EEL.2.4.d.</b> Given compound words, break apart two components of the words.</p> <p><b>Level I Students will:</b>  <b>EEL.2.4.d.</b> Given a component of a compound word, match the picture to the word.  <i>Ex.</i> Given the word birdhouse, student matches a picture of a bird to “bird” and picture of a house to “house”.</p>
<p><b>L.2.4.e.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><b>EEL.2.4.e.</b> Use a reference to determine a meaning of an unknown word.</p>	<p><b>Level IV Students will:</b>  <b>EEL.2.4.e.</b> Use a reference to determine a meaning of unknown words.  <i>Ex.</i> Guess at the meaning of an unknown word given the meaning of similar words.  <i>Ex.</i> After a student hears the definition of an unknown word, the student uses that word to answer a question.</p> <p><b>Level III Students will:</b>  <b>EEL.2.4.e.</b> Use a reference to determine a meaning of an unknown word.  <i>Ex.</i> Initiate a request for the meaning of an unknown word.</p> <p><b>Level II Students will:</b>  <b>EEL.2.4.e.</b> Given a familiar reference, find the meaning of an unknown word.  <i>Ex.</i> Signal the teacher (using speech, vocalization, gesture, or switch) to indicate when an unknown word is spoken or read.</p> <p><b>Level I Students will:</b>  <b>EEL.2.4.e.</b> Match a representation to a word in familiar reference.</p>
<p><b>L.2.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.2.5.a.</b> Identify real-life connections between words and their use (e.g., describe</p>	<p><b>EEL.2.5.</b> Demonstrate understanding of word relationships.</p> <p><b>EEL.2.5.a.</b> Identify real-life connections between words and their use (e.g., happy: “I am happy.”).</p>	<p><b>Level IV Students will:</b>  <b>EEL.2.5.a.</b> In multiple environments, identify real-life connections between words and their use.  <i>Ex.</i> Respond appropriately when asked to tell about something that made them happy (e.g., “I got presents on my birthday.”).</p> <p><b>Level III Students will:</b>  <b>EEL.2.5.a.</b> In a familiar environment, identify real-life connections between words and their use (e.g. <i>happy: “I am happy.”</i>).</p>

<p>foods that are spicy or juicy).</p>		<p><b>Level II Students will:</b>  <b>EEL.2.5.a.</b> In familiar environments, match real-life connections between words and their use.  <i>Ex.</i> With prompting and support, connect words to feelings (e.g., The teacher says, “You are smiling. Tell me why.” The student says or selects a symbol to say, “happy.”).</p> <p><b>Level I Students will:</b>  <b>EEL.2.5.a.</b> Respond to words in context.  <i>Ex.</i> With prompting and support, demonstrate the meaning of a word (e.g., Smile when asked, “Are you happy today?”).</p>
<p><b>L.2.5.b.</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p><b>EEL.2.5.b.</b> Identify the synonyms of common words.</p>	<p><b>Level IV Students will:</b>  <b>EEL.2.5.b.</b> Use synonyms of common words in a sentence.</p> <p><b>Level III Students will:</b>  <b>EEL.2.5.b.</b> Use a synonym in place of a word.</p> <p><b>Level II Students will:</b>  <b>EEL.2.5.b.</b> Use a synonym in place of a given word.</p> <p><b>Level I Students will:</b>  <b>EEL.2.5.b.</b> Match a synonym to a given word.</p>
<p><b>L.2.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p><b>EEL.2.6.</b> Use adjectives and adverbs.</p>	<p><b>Level IV Students will:</b>  <b>EEL.2.6.</b> Use adjectives and adverbs in multiple ways.  <i>Ex.</i> After shared reading, use words from the reading to describe people and objects (e.g., After shared reading, the student shares that they also have a yellow raincoat.).</p> <p><b>Level III Students will:</b>  <b>EEL.2.6.</b> Use adjectives and adverbs from texts that have been read.  <i>Ex.</i> After shared reading, repeat words from the reading to describe people and objects (e.g., After shared reading, the teacher asks, “What color was the raincoat?” and the student answers “yellow” or points to the color yellow from choices.).</p> <p><b>Level II Students will:</b>  <b>EEL.2.6.</b> Repeat describing words from text that has been read.</p> <p><b>Level I Students will:</b>  <b>EEL.2.6.</b> Match describing words to familiar objects.  <i>Ex.</i> Touch the red ball. Feel the fuzzy rabbit.</p>

## 2014 WYOMING ENGLISH LANGUAGE ARTS EXTENDED STANDARDS AND ACHIEVEMENT DESCRIPTORS FOR GRADE 3

2012 WyCPS ELA Standards	2014 Wyoming Content Extended Standards <small>EE = Essential Element</small>	Instructional Achievement Level Descriptors
<p><b>Key Ideas and Details.</b></p> <p><b>RL.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>EERL.3.1.</b> Ask and answer questions to demonstrate understanding of text.</p>	<p><b>Level IV Students will:</b>  <b>EERL.3.1.</b> Ask and answer questions to demonstrate understanding of a text.  <i>Ex.</i> While reading or listening to a text, (self-check) ask a question, “Why?”  <i>Ex.</i> While reading or listening to a text, answer questions about the text.</p> <p><b>Level III Students will:</b>  <b>EERL.3.1.</b> Answer questions to demonstrate understanding of a text.</p> <p><b>Level II Students will:</b>  <b>EERL.3.1.</b> When given a choice, answer questions to demonstrate understanding of a text.  <i>Ex.</i> Answer question by pointing to picture/word with guidance and support (e.g., After asking the question, the teacher says, “Remember that the boy said he could put it in his backpack. Which would fit in his backpack?”).</p> <p><b>Level I Students will:</b>  <b>EERL.3.1.</b> Answer a question.  <i>Ex.</i> Select the correct answer when asked, “What did we make?”</p>
<p><b>RL.3.2.</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p><b>EERL.3.2.</b> Recount stories, including fables, folktales, and myths from diverse cultures including details from the text.</p>	<p><b>Level IV Students will:</b>  <b>EERL.3.2.</b> Recount stories, including fables, folktales, and myths from diverse cultures including key details from the text.  <i>Ex.</i> After repeated shared reading of a folktale, retell the story to including key details in their own words.</p> <p><b>Level III Students will:</b>  <b>EERL.3.2.</b> Retell stories, including fables, folktales, and myths from diverse cultures including details from the text.  <i>Ex.</i> After repeated shared reading of a folktale, retell it including details.</p> <p><b>Level II Students will:</b>  <b>EERL.3.2.</b> Retell parts of stories, including fables, folktales, and myths from diverse cultures including details from the text.  <i>Ex.</i> After repeated shared reading, retell any part of the story including a detail using the text as reference.</p> <p><b>Level I Students will:</b>  <b>EERL.3.2.</b> Identify a detail from a familiar story, fable, folktale, or myth; using text as a reference.  <i>Ex.</i> After repeated shared reading of a familiar fable/story, identify it as real or make believe.</p>
<p><b>RL.3.3.</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p><b>EERL.3.3.</b> Identify the traits or feelings of characters in a story.</p>	<p><b>Level IV Students will:</b>  <b>EERL.3.3.</b> Describe the traits and feelings of characters in a story.  <i>Ex.</i> After reading a story explain how the character’s traits, motivations, or feeling contribute to the story line.</p> <p><b>Level III Students will:</b></p>

		<p><b>EERL.3.3.</b> Identify the traits or feelings of characters in a story.  <i>Ex.</i> After reading, identify the traits, motivations, or feelings of any character in the story.</p> <p><b>Level II Students will:</b>  <b>EERL.3.3.</b> Identify a trait of a character in a story.  <i>Ex.</i> Identify the feelings of a specific character (happy, sad, mean).</p> <p><b>Level I Students will:</b>  <b>EERL.3.3.</b> Match, from choices provided, a trait of a character in the story.  <i>Ex.</i> Given a set of picture symbols, the teacher says, “The boy is really happy right now. Show me happy. Look for the picture that shows someone smiling. We smile when we are happy.”</p>
<p><b>Craft and Structure.</b></p> <p><b>RL.3.4.</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p><b>EERL.3.4.</b> Determine whether something described in the text could be real.</p>	<p><b>Level IV Students will:</b>  <b>EERL.3.4.</b> Determine which words or phrases in a text are real versus fantasy.  <i>Ex.</i> Use graphic organizers to sort words and phrases (e.g., non-literal: “The cow jumped over the moon;” literal: “Kansas and Maine are the names of real places in <i>Sarah, Plain and Tall.</i>”).</p> <p><b>Level III Students will:</b>  <b>EERL.3.4.</b> Determine whether something described in the text could be real.  <i>Ex.</i> Find phrases that would be silly (e.g., not true) in a story, such as “raining cats and dogs.”  <i>Ex.</i> Read a variety of silly stories (e.g., <i>Alone in His Teacher’s House; Wayside School is Falling Down; Silly Mixed Up Farm</i>) and identify whether elements of the story could be true or not true.</p> <p><b>Level II Students will:</b>  <b>EERL.3.4.</b> Identify things in the text that have happened in their own life.  <i>Ex.</i> During shared reading of <i>Miss Nelson is Missing</i>, use a single message voice output device to say, “I did that” each time the teacher reads about something the students have done before.  <i>Ex.</i> Given a list of events from a familiar story, student marks yes or no indicating whether they have done that before.</p> <p><b>Level I Students will:</b>  <b>EERL.3.4.</b> Identify one event from a story.  <i>Ex.</i> Given an array of pictures, choose one that matches something that happened in the story.  <i>Ex.</i> Answering yes or no questions to respond, indicate whether an event was in the story.</p>
<p><b>RL.3.5.</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p><b>EERL.3.5.</b> Determine the beginning, middle, and end of a story.</p>	<p><b>Level IV Students will:</b>  <b>EERL.3.5.</b> Sequence the beginning, middle, and end of a story.  <i>Ex.</i> Using picture clues or sentence strips, sequence three or more events in the correct order.  <i>Ex.</i> Act out a story including the beginning, middle, and end in the correct order.</p> <p><b>Level III Students will:</b>  <b>EERL.3.5.</b> Determine the beginning, middle, and end of a story.  <i>Ex.</i> Use picture clues to identify an event that occurred in the beginning, middle, or end of the story.  <i>Ex.</i> Using a story map, fill in the beginning and end of the story.</p> <p><b>Level II Students will:</b>  <b>EERL.3.5.</b> Identify the beginning or ending of a story.</p>

		<p><i>Ex.</i> Use picture clues to identify the beginning of a story.  <i>Ex.</i> Given a story map with the beginning and middle completed, identify the ending.</p> <p><b>Level I Students will:</b>  <b>EERL.3.5.</b> Identify one event from a story.  <i>Ex.</i> Given an array of pictures, choose one that matches something that happened in the story.  <i>Ex.</i> Answering yes or no questions to respond, indicate whether an event was in the story.</p>
<p><b>RL.3.6.</b> Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p><b>EERL.3.6.</b> Identify personal point of view about a character or the narrator.</p>	<p><b>Level IV Students will:</b>  <b>EERL.3.6.</b> Explain personal point of view about a character.  <i>Ex.</i> State what they like and do not like about a character or narrator in a story.  <i>Ex.</i> Express feelings about a character in the story and indicate why.</p> <p><b>Level III Students will:</b>  <b>EERL.3.6.</b> Identify personal point of view about a character or narrator.  <i>Ex.</i> Answer questions about how the students feel about the character in the story.  <i>Ex.</i> Identify the character in the story that the students feel is most like them.</p> <p><b>Level II Students will:</b>  <b>EERL.3.6.</b> Identify the character telling the story.  <i>Ex.</i> Create a collage to promote a character students like.  <i>Ex.</i> Answer the question, "Which characters do you like in the story?" and support the answer by selecting from three choices ("I like Stuart Little because: he is small, he drives a car, and he loves his family.").  <i>Ex.</i> Show feelings about a character using visuals (e.g., happy or sad face).</p> <p><b>Level I Students will:</b>  <b>EERL.3.6.</b> Identify a favorite character in a story.  <i>Ex.</i> Given an array of pictures of characters in the story, select a favorite.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RL.3.7.</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p><b>EERL.3.7.</b> Identify parts of illustrations that depict a particular mood, setting, or character.</p>	<p><b>Level IV Students will:</b>  <b>EERL.3.7.</b> Identify the part of an illustration that supports mood, setting, or character as described in the text.  <i>Ex.</i> After hearing the teacher read a portion of the text, find the part of the illustration that matches the text.</p> <p><b>Level III Students will:</b>  <b>EERL.3.7.</b> Identify parts of illustrations that depict a particular mood, setting, or character.  <i>Ex.</i> Find the part of the illustration that shows that the character is mad (e.g., the face, a fist, red face).  <i>Ex.</i> Find the part of the illustration that shows that the setting is gloomy (e.g., clouds, gray sky, no color).</p> <p><b>Level II Students will:</b>  <b>EERL.3.7.</b> Use illustrations to describe characters and setting.  <i>Ex.</i> Using an illustration from the text, generate words (character and setting), which are then put into sentences and are repeatedly accessed and used in the classroom (Calhoun's Picture Word Inductive Model [PWIM]).  <i>Ex.</i> Using an illustration of a character from the text, identify words from a list that describes how the character looks in the illustration.</p> <p><b>Level I Students will:</b>  <b>EERL.3.7.</b> Identify character or setting in an illustration from the text.</p>

		<p><i>Ex. With guidance and support, identify the illustration that shows setting.</i></p> <p><i>Ex. With guidance and support, identify the character from the text within an illustration.</i></p> <p><i>Ex. Touch a picture of a character from the story, when given two illustrations, at least one of which is from the story.</i></p>
<b>RL.3.8.</b> (Not applicable to literature)	<b>EERL.3.8.</b> (Not applicable to literature)	<b>EERL.3.8.</b> (Not applicable to literature)
<b>RL.3.9.</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<b>EERL.3.9.</b> Identify similarities and differences in the settings of two stories by the same author.	<p><b>Level IV Students will:</b></p> <p><b>EERL.3.9.</b> Identify similarities and differences in settings of stories by the same author.</p> <p><i>Ex. Using a graphic organizer (e.g., Venn diagram), identify similarities and differences in the setting for stories by the same author by placing the descriptive words in the appropriate position on the graphic organizer.</i></p> <p><i>Ex. Using a T-Chart, identify what is alike and what is different between two books by the same author.</i></p> <p><b>Level III Students will:</b></p> <p><b>EERL.3.9.</b> Identify similarities in the settings of two stories by the same author.</p> <p><i>Ex. Given two stories by the same author, identify similar settings and place those settings on a graphic organizer (e.g., Venn diagram). The diagram should illustrate similarities in the setting.</i></p> <p><b>Level II Students will:</b></p> <p><b>EERL.3.9.</b> Recognize that two stories have the same setting.</p> <p><i>Ex. Describe the setting in two stories and decide if they are the same or different (e.g., Narnia and Wayside School).</i></p> <p><i>Ex. Read two familiar stories and match each story with the setting (e.g., Narnia is in a forest; Wayside School is in a building/schoolhouse).</i></p> <p><b>Level I Students will:</b></p> <p><b>EERL.3.9.</b> Identify the setting of a story.</p> <p><i>Ex. Touch an illustration from a story showing the setting.</i></p> <p><i>Ex. Identify the setting that is the same in a familiar story.</i></p>
<b>Range of Reading and Level of Text Complexity.</b>		
<b>RL.3.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<b>EERL.3.10.</b>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<b>Reading (Informational Text)</b>		
<b>Key Ideas and Details.</b>		
<b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>EERI.3.1.</b> Use text evidence to ask and answer questions related to the text.	<p><b>Level IV Students will:</b></p> <p><b>EERI.3.1.</b> Ask and answer questions using the text as evidence.</p> <p><i>Ex. Highlight supporting evidence in an informational text.</i></p> <p><b>Level III Students will:</b></p> <p><b>EERI.3.1.</b> Answer questions related to a given text.</p> <p><i>Ex. From provided excerpts, select the passage that supports and answers the designated question.</i></p> <p><b>Level II Students will:</b></p> <p><b>EERI.3.1.</b> Indicate the general location (subtitle, section) of text that answers the question.</p>

		<p><i>Ex.</i> After reading/listening to a question, identify/locate the section of text where the answer could be found.</p> <p><b>Level I Students will:</b>  <b>EERI.3.1.</b> Answer questions about the text or illustrations.  <i>Ex.</i> Student will select the answer to a question when provided key words or illustrations from the text.</p>
<p><b>RI.3.2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>EERI.3.2.</b> Recount a detail of a grade level text that supports the main idea.</p>	<p><b>IV Students will:</b>  <b>EERI.3.2.</b> Determine the key details of a text that support the main idea.  <i>Ex.</i> Use a graphic organizer to demonstrate key details of an informational text.</p> <p><b>Level III Students will:</b>  <b>EERI.3.2.</b> Identify a detail of a text that supports the main idea.  <i>Ex.</i> Use guiding questions identify a detail.</p> <p><b>Level II Students will:</b>  <b>EERI.3.2.</b> Identify the main idea of a text.  <i>Ex.</i> Use highlighting tape to find key details.</p> <p><b>Level I Students will:</b>  <b>EERI.3.2.</b> Match the topic of a text.  <i>Ex.</i> Given two pictures, pick the one that is related to the text.</p>
<p><b>RI.3.3.</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><b>EERI.3.3.</b> Describe relationships or concepts in informational text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.3.3.</b> Describe the series of events, ideas, and concepts (e.g., historical, scientific, or technical).  <i>Ex.</i> Using a timeline, compare the beginning of a progression to the present (e.g., caterpillar - butterfly).  <i>Ex.</i> After reading <i>From Seed to Plant</i>, sequence pictures in the correct order to show the growth of a seedling and match the appropriate text for size/stage of seed growth (e.g., small, medium, large or seed, seedling, plant).</p> <p><b>Level III Students will:</b>  <b>EERI.3.3.</b> List the progression of a series of events.  <i>Ex.</i> Using a timeline, place events from an historical text in sequence.  <i>Ex.</i> Using a graphic organizer, sequence events in a “First, Then, Then” progression.  <i>Ex.</i> After reading <i>From Seed to Plant</i>, sequence pictures in the correct order to show the growth of a seedling.</p> <p><b>Level II Students will:</b>  <b>EERI.3.3.</b> List the progression of a series of events given the first event.  <i>Ex.</i> Given three directions to complete a task and the first direction, use sequence strips to order the remaining steps in the procedure correctly.  <i>Ex.</i> After repeated readings about Lewis and Clark’s expedition, place three pictures in sequence to represent progression of events on their expedition.</p> <p><b>Level I Students will:</b>  <b>EERI.3.3.</b> Determine sequence of events.  <i>Ex.</i> Shown the first step of a previously taught sequenced activity, indicate what comes next from illustrations on an activity sheet.  <i>Ex.</i> Repeat a sequence of two directions in order.</p>
<p><b>Craft and Structure.</b></p> <p><b>RI.3.4.</b> Determine the meaning of general academic and domain-specific words and</p>	<p><b>EERI.3.4.</b> Determine the meaning of vocabulary related to a text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.3.4.</b> Explain the meaning of key vocabulary specific to the text.</p>

<p>phrases in a text relevant to a <i>grade 3 topics or subject area</i>.</p>		<p><i>Ex.</i> Find the phrase or word that connects to a given definition.</p> <p><b>Level III Students will:</b>  <b>EERI.3.4.</b> Determine the meaning of vocabulary related to a text.  <i>Ex.</i> Use a word bank/dictionary to choose the meaning of a word as it relates/connects to a given text.</p> <p><b>Level II Students will:</b>  <b>EERI.3.4.</b> Identify vocabulary in an informational text.  <i>Ex.</i> Match key words/phrases to vocabulary words as it relates to given text.</p> <p><b>Level I Students will:</b>  <b>EERI.3.4.</b> Locate identified vocabulary.  <i>Ex.</i> Given choices read by the teacher, match identified vocabulary word within the text.</p>
<p><b>RI.3.5.</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p><b>EERI.3.5.</b> Identify text features and search tools.</p>	<p><b>Level IV Students will:</b>  <b>EERI.3.5.</b> Identify and use text features and search tools to locate information on a given topic.  <i>Ex.</i> Select a key word and locate additional information about a topic.</p> <p><b>Level III Students will:</b>  <b>EERI.3.5.</b> Identify text features and search tools.  <i>Ex.</i> Identify three tools/text features to locate information on a given topic.</p> <p><b>Level II Students will:</b>  <b>EERI.3.5.</b> Identify text features.  <i>Ex.</i> Point to text features, such as bolded words or illustrations.</p> <p><b>Level I Students will:</b>  <b>EERI.3.5.</b> Use a search engine for a preferred topic.  <i>Ex.</i> When given a verbal request, point to bold, italicized, graph, or illustration label.</p>
<p><b>RI.3.6.</b> Distinguish their own point of view from that of the author of a text.</p>	<p><b>EERI.3.6.</b> Identify a personal point of view about a text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.3.6.</b> Distinguish between personal point of view and that of others.  <i>Ex.</i> State “I think _____” or the equivalent when telling what they think about an assignment and “They think _____” or the equivalent when telling what the others think about a text.</p> <p><b>Level III Students will:</b>  <b>EERI.3.6.</b> Identify a personal point of view about a text.  <i>Ex.</i> Given three choices, select the choice that best represents their point of view about an assignment.  <i>Ex.</i> Point to the part or step on an activity sheet that they like best.</p> <p><b>Level II Students will:</b>  <b>EERI.3.6.</b> Identify personal point of view about the topic.  <i>Ex.</i> Given two choices, select the choice that best represents their own point of view about a topic (e.g., “Do you like _____ activity or do you like _____ activity best?”).</p> <p><b>Level I Students will:</b>  <b>EERI.3.6.</b> Express point of view about a topic.  <i>Ex.</i> Respond with gestures or facial expressions to topic.</p>

<p><b>RI.3.7.</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p><b>EERI.3.7.</b> Demonstrate an understanding of text by connecting a visual element.</p>	<p><b>Level IV Students will:</b>  <b>EERI.3.7.</b> Explain how certain visual elements and words in the text support the ideas or understanding of events.  <i>Ex.</i> Describe how the pictures in <i>A Drop of Water</i> increase understanding of water.  <i>Ex.</i> Given an array of visual elements from the text, identify one that best supports the events described in the text.</p> <p><b>Level III Students will:</b>  <b>EERI.3.7.</b> Demonstrate an understanding of text by connecting a visual element.  <i>Ex.</i> During shared reading about the westward movement, connect the covered wagon to travel.  <i>Ex.</i> During a shared reading about the westward movement, connect Native Americans to illustrations of their dwellings (e.g., teepees and cliff dwellings.).</p> <p><b>Level II Students will:</b>  <b>EERI.3.7.</b> Identify a visual element in the text.  <i>Ex.</i> Match pictures and objects to represent the illustrations in a text.</p> <p><b>Level I Students will:</b>  <b>EERI.3.7.</b> Select a picture/object or section of text that supports the text.  <i>Ex.</i> Touch objects from an array of choices that relate to the text.</p>
<p><b>RI.3.8.</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p><b>EERI.3.8.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards. (See EERI.3.3.).</p>
<p><b>RI.3.9.</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>EERI.3.9.</b> Identify similarities and differences of two resources on the same topic.</p>	<p><b>Level IV Students will:</b>  <b>EERI.3.9.</b> Identify similarities and differences of two resources on the same topic.  <i>Ex.</i> Given a Venn diagram that is explained to them, point out a similarity and a difference.  <i>Ex.</i> During class discussion of two resources on the same topic, identify one similarity and one difference between the two.</p> <p><b>Level III Students will:</b>  <b>EERI.3.9.</b> Identify similarities of two resources on the same topic.  <i>Ex.</i> Sort pictures into two groups by a given feature.  <i>Ex.</i> After shared reading of <i>A Frontier Fort on the Oregon Trail</i> and <i>The Journal of Jedediah Barstow: An Emigrant on the Oregon Trail</i> identify a similarity of life in the fort and life on the wagon train.</p> <p><b>Level II Students will:</b>  <b>EERI.3.9.</b> Locate a second resource on the same topic.  <i>Ex.</i> T-Chart (what is alike/what is different).  <i>Ex.</i> From a display of three books recently read aloud in class, identify the book that was about the Oregon Trail.</p> <p><b>Level I Students will:</b>  <b>EERI.3.9.</b> Identify the topic of one resource.  <i>Ex.</i> Point to an object that is the topic of a resource the teacher is discussing.  <i>Ex.</i> Touch a word or picture that is the topic of a resource the teacher is discussing (e.g., the teacher is showing resources about ducks and the student touched a card with the picture of a duck or the word <i>duck</i> on it.</p>

<p><b>RI.3.10.</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p><b>EERI.3.10.</b></p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>Reading (Foundational)</b></p>		
<p><b>Phonics and Word Recognition.</b></p>		
<p><b>RF.3.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.3.3.a.</b> Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p><b>EERF.3.3.a.-d.</b> Know meaning and apply letter sound skills in decoding consonant sounds of grade level or high frequency words.</p>	<p><b>Level IV Students will:</b>  <b>EERF.3.3.a.-d.</b> Recognize 50 or more written words.  <i>Ex.</i> Given a familiar book, read 50 or more words in the book with accuracy.</p> <p><b>Level III Students will:</b>  <b>EERF.3.3.a.-d.</b> Recognize 40 or more written words.  <i>Ex.</i> Given a familiar book, read 40 or more words in the book with accuracy.  <i>Ex.</i> Given a familiar text, such as a lunch menu, read the words on the menu.  <i>Ex.</i> Given 40 word or picture cards, identify the words (select high-frequency words from Dolch or Frye word lists).</p> <p><b>Level II Students will:</b>  <b>EERF.3.3.a.-d.</b> Recognize 10 or more written words.  <i>Ex.</i> When asked, read 10 or more words on the classroom word wall (can point to words as the teacher calls them or read them orally).  <i>Ex.</i> When given a list of familiar CVC words, successfully reads 10 or more words.</p> <p><b>Level I Students will:</b>  <b>EERF.3.3.a.-d.</b> Identify personally relevant, familiar words.  <i>Ex.</i> Recognize own name and friends' names in print.</p>
<p><b>RF.3.3.b.</b> Decode words with common Latin suffixes. [ ial, (able, ible), ation, (fy, ify) ment, (ty, ity)].</p>	<p><b>EERF.3.3.b.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>RF.3.3.c.</b> Decode multi-syllable words.</p>	<p><b>EERF.3.3.c</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>RF.3.3.d.</b> Read grade-appropriate irregularly spelled words.</p>	<p><b>EERF.3.3.d</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>Fluency.</b></p>		
<p><b>RF.3.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p><b>EERF.3.4.</b> Read text comprised of familiar words to support comprehension.</p> <p><b>EERF.3.4.a.</b> Read familiar text with purpose and understanding.</p>	<p><b>Level IV Students will:</b>  <b>EERF.3.4.a.</b> Read ability-appropriate, novel text with purpose and understanding.  <i>Ex.</i> When given a new book at the same grade-level difficulty as previously read, read it successfully.  <i>Ex.</i> Answer questions about a novel text to demonstrate understanding.</p> <p><b>Level III Students will:</b>  <b>EERF.3.4.a.</b> Read familiar text with purpose and understanding.  <i>Ex.</i> Given a familiar text, read a selected passage. For example, when reading <i>Ribsy</i>, reads the passage, “Henry Huggins said . . . .”</p>

		<p><b>Level II Students will:</b>  <b>EERF.3.4.a.</b> Listen to familiar text with purpose and understanding.  <i>Ex.</i> Given a familiar text, listen to a familiar passage read aloud and answer comprehension questions.</p> <p><b>Level I Students will:</b>  <b>EERF.3.4.a.</b> Listen to familiar text.  <i>Ex.</i> When the teacher reads a familiar text, orient to the reader and attend to the task.  <i>Ex.</i> Attend to a book on tape of a familiar text.</p>
<b>RF.3.4.b.</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>EERF.3.4.b.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>RF.3.4.c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>EERF.3.4.c.</b> Use context to determine missing words in familiar texts.	<p><b>Level IV Students will:</b>  <b>EERF.3.4.c.</b> Use context to determine missing words in a novel text.  <i>Ex.</i> Complete MAZE tasks with ability-appropriate text that is unfamiliar.  <i>Ex.</i> Listen while an adult reads a novel text and provide an appropriate word when the teacher provides an exaggerated pause.  <i>Ex.</i> Use website activities to select words based on context clues.</p> <p><b>Level III Students will:</b>  <b>EERF.3.4.c.</b> Use context to determine missing words in familiar texts.  <i>Ex.</i> Complete MAZE tasks with familiar text.  <i>Ex.</i> Listen while an adult reads a familiar text and provide an appropriate word when the teacher provides an exaggerated pause.</p> <p><b>Level II Students will:</b>  <b>EERF.3.4.c.</b> Select from two words or symbols, a word or item that completes a sentence in a way that makes sense.  <i>Ex.</i> During a predictable chart writing activity, the student will select a symbol reflecting a favored food to complete the sentence, "I like to eat _____."</p> <p><b>Level I Students will:</b>  <b>EERF.3.4.c.</b> Identify a word that completes a familiar statement.  <i>Ex.</i> Given the statement, "My name is _____," fill in the blank.</p>
<b>Writing (Text Types and Purposes)</b>		
<p><b>W.3.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.1.a.</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p><b>W.3.1.b.</b> Provide reasons that support the opinion.</p>	<b>EEW.3.1.a.-d.</b> Select a topic and write an opinion about it with at least two reasons to support your opinion.	<p><b>Level IV Students will:</b>  <b>EEW.3.1.a.-d.</b> Select a topic and write an opinion about it with at least two reasons to the support opinion using linking words and a concluding statement.  <i>Ex.</i> Select a topic and write an opinion with two or more details.</p> <p><b>Level III Students will:</b>  <b>EEW.3.1.a.-b.</b> Select a topic and write an opinion about it with at least one reason to support the opinion using linking words and/or concluding statement.  <i>Ex.</i> Select a topic and write an opinion with one detail.</p> <p><b>Level II Students will:</b>  <b>EEW.3.1.a.-b.</b> Select a topic and write an opinion about it.  <i>Ex.</i> Select a topic and write a sentence stating their opinion.</p>

		<p><b>Level I Students will:</b>  <b>EEW.3.1.a.-b.</b> State/give an opinion on the given topic.  <i>Ex. Give/identify your opinion on the given topic using visual cues.</i></p>
<p><b>W.3.1.c.</b> Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p>	<p><b>EEW.3.1.c.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.3.1.d.</b> Provide a concluding statement or section.</p>	<p><b>EEW.3.1.d.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.3.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.2.a.</b> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p><b>W.3.2.b.</b> Develop the topic with facts, definitions, and details.</p>	<p><b>EEW.3.2.a.-b.</b> Select a topic and write about it, including facts or detail.</p>	<p><b>Level IV Students will:</b>  <b>EEW.3.2.a.-b.</b> Select a topic and write about it, including facts and details.  <i>Ex. Select a topic by looking through a class photo album and then write fables for the people and objects in the photo.</i>  <i>Ex. Look through photos from a class field trip and select a picture (e.g., a flower) and then write about it using a keyboard (e.g., producing flowr [flower], red, levs [leaves]).</i></p> <p><b>Level III Students will:</b>  <b>EEW.3.2.a.-b.</b> Select a topic and write about it, including facts or details.</p> <p><b>Level II Students will:</b>  <b>EEW.3.2.a.-b.</b> Select a topic and write about it, including one fact or detail.  <i>Ex. Select a topic by looking through a class photo album and then write a label for one of the items in the photo.</i>  <i>Ex. Select a topic from a book used during shared reading and then write one fact from the book.</i>  <i>Ex. Select a topic from a class chart of recent activities and then write a remembered detail with a keyboard (e.g., garden, dg dr [dig dirt]).</i></p> <p><b>Level I Students will:</b>  <b>EEW.3.2.a.-b.</b> Select a topic.</p>
<p><b>W.3.2.c.</b>  Not Applicable</p>	<p><b>EEW.3.2.c.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.3.2.d.</b>  Not Applicable</p>	<p><b>EEW.3.2.d.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.3.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.3.3.a.</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p><b>EEW.3.3.a.</b> Select an event or personal experience and write about it.</p>	<p><b>Level IV Students will:</b>  <b>EEW.3.3.a.</b> Select an event or personal experience and write several things about it.  <i>Ex. Choose to write about own birthday and write, pte [party], fnrd [friends], icm [ice cream] and sg [sing].</i>  <i>Ex. Choose to write about going to visit grandparents and write, fn [fun] and pla [play].</i></p> <p><b>Level III Students will:</b>  <b>EEW.3.3.a.</b> Select an event or personal experience and write one thing about it.  <i>Ex. Choose to write about his own birthday and write, pte [party].</i>  <i>Ex. Choose to write about going to visit grandparents and write, fn [fun].</i></p> <p><b>Level II Students will:</b>  <b>EEW.3.3.a.</b> Select a personal experience and write one thing about it.  <i>Ex. Choose to write about their own birthday party and with support from the teacher who stretches out the word to isolate the sounds, write prte [party].</i></p>

		<p>Ex. Choose to write about the “fun” they had going to visit grandparents and with support from the teacher, who stretches out the word to isolate</p> <p><b>Level I Students will:</b>  <b>EEW.3.3.a.</b> Select a personal experience.</p>
<b>W.3.3.b.</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<b>EEW.3.3.b.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>W.3.3.c.</b> Use temporal words and phrases to signal event order.	<b>EEW.3.3.c.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>W.3.3.d.</b> Provide a sense of closure.	<b>EEW.3.3.d</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<p><b>Production and Distribution of Writing.</b></p> <p><b>W.3.4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to for the task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<b>EEW.3.4.</b> With guidance and support, produce writing that expresses ideas appropriate to the task.	<p><b>Level IV Students will:</b>  <b>EEW.3.4.</b> With guidance and support, produce writing that expresses three or more ideas.  Ex. Working with peers, write one fact about a group project, talk with peers about the fact, and write two more things with peer support.  Ex. Working with the teacher and a group of peers, contribute to a shared reading product that includes multiple ideas related to a selected topic.  Ex. Select three pictures from a text, insert one in each of three panels, and write about them (e.g., “Two boys.” “Find money.” “Give to poor family.”).</p> <p><b>Level III Students will:</b>  <b>EEW.3.4.</b> With guidance and support, produce writing that expresses more than one idea.  Ex. Working with peers, write one fact about a group project, talk with peers about the fact, and add one more fact with peer support.  Ex. Working with the teacher and a group of peers, contribute to a shared writing about a shared reading that includes at least two ideas related to a selected topic.</p> <p><b>Level II Students will:</b>  <b>EEW.3.4.</b> With guidance and support, produce writing that expresses an idea.  Ex. Use a preprogrammed computer set-up with full alphabet access to write one idea.  Ex. Working with the teacher and a group of peers, contribute a written idea to a shared writing project.</p> <p><b>Level I Students will:</b>  <b>EEW.3.4.</b> With guidance and support, express an idea.  Ex. Working with the teacher and a group of peers on a shared writing project, select from an array of choices to express an idea.  Ex. Using a preprogrammed single message voice output device, express an idea to include in a writing project.</p>
<b>W.3.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<b>EEW.3.5.</b> With guidance and support from adults and peers, revise own writing by adding more information.	<p><b>Level IV Students will:</b>  <b>EEW.3.5.</b> With guidance and support from adults and peers, revise own writing by adding and elaborating on existing information.  Ex. Select writing from own writing folder, share it with peers, and then revise it by adding more information based on the ideas provided by peers and elaborating details of existing information (e.g., color, size, or shape of an object).  Ex. Share writing with the teacher using a talking word processor to read it out loud, listen to the teacher talk about the writing, and then add more information based on what the teacher says and by elaborating details of existing information (e.g., color, size, or shape of an object).</p>

		<p><b>Level III Students will:</b>  <b>EEW.3.5.</b> With guidance and support from adults and peers, revise own writing by adding more information.  <i>Ex.</i> Select writing from own writing folder, share it with peers, and then revise it by adding more information based on the ideas provided by peers.  <i>Ex.</i> Share writing with the teacher using a talking word processor to read it out loud, listen to the teacher talk about the writing, and then add more information based on what the teacher says.</p> <p><b>Level II Students will:</b>  <b>EEW.3.5.</b> With guidance and support from adults and peers, add more to own writing.  <i>Ex.</i> Work with a small group of peers to write a thank you note to a parent who helped the class. Write one word and add another when a peer says, “Tell them why you’re thanking them,” or “tell them more about why you liked them helping.”  <i>Ex.</i> Write using a talking word processor, read it back to the group using the software, and then add more when suggestions are offered by peers.</p> <p><b>Level I Students will:</b>  <b>EEW.3.5.</b> With guidance and support, produce writing.  <i>Ex.</i> Work on a tablet computer with an onscreen keyboard that speaks the letter names, select letters to produce writing.  <i>Ex.</i> Using two-switch partner-assisted scanning, direct an adult to point to/say the next letter of the alphabet and indicate, “Write that one down,” when the teacher points to/says a desired letter.</p>
<p><b>W.3.6.</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p><b>EEW.3.6.</b> With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.</p>	<p><b>Level IV Students will:</b>  <b>EEW.3.6.</b> Use technology to produce writing while interacting and collaborating with others.  <i>Ex.</i> Use a single switch to scan through choices in an onscreen word bank and peers expand on the word in a collaborative writing project.  <i>Ex.</i> Use a keyboard to work with a peer to produce a collaborative writing project.  <i>Ex.</i> Use assistive technology to write back and forth with another Level IV student in a digital written conversation environment (e.g., e-mail, text message).  <i>Ex.</i> Use assistive technology to compose responses to teacher questions in a digital publishing environment (e.g., blogs or wikis).</p> <p><b>Level III Students will:</b>  <b>EEW.3.6.</b> With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.  <i>Ex.</i> With guidance and support from adults, use a single switch to scan through choices in an onscreen word bank and peers expand on the word in a collaborative writing project.  <i>Ex.</i> With guidance and support from adults, use a keyboard with a peer to work together in producing a collaborative writing project.  <i>Ex.</i> With guidance and support from adults, use assistive technology to post a comment in response to a text posted on an Internet site (e.g., a children’s reading site, a class science blog, or a children’s author’s homepage).  <i>Ex.</i> With guidance and support, use assistive technology to engage in instant messaging with another student or volunteer in a digital communication environment (e.g., a cell phone, an online communication site).</p> <p><b>Level II Students will:</b>  <b>EEW.3.6.</b> With guidance and support from adults, use technology to produce writing.  <i>Ex.</i> Working with the teacher, use a switch to scan through choices in an onscreen word bank and select words to produce writing.  <i>Ex.</i> Working with the classroom aide, use spelling prediction and voice output to compose simple texts for inclusion in a class anthology.  <i>Ex.</i> Working with an adult and word prediction software, select a letter on the keyboard, scan through the choices that are produced by the word prediction software, and select a word to produce writing.</p> <p><b>Level I Students will:</b>  <b>EEW.3.6.</b> With guidance and support from adults, use technology to communicate.</p>

<p><b>Research to Build and Present Knowledge.</b></p> <p><b>W.3.7.</b> Conduct short research projects that build knowledge about a topic.</p>	<p><b>EEW.3.7.</b> Gather information about a topic for a group research project.</p>	<p><b>Level IV Students will:</b>  <b>EEW.3.7.</b> Gather information about a topic from multiple sources for a group research project.  <i>Ex.</i> Use sticky notes to mark pages in several books where there is information for a group research project.  <i>Ex.</i> Given screen reading software that reads the text on a webpage, interact with two or more websites to identify information to include in a group research project.  <i>Ex.</i> Use assistive technology and visual planning software to take notes that can be transferred to digital authoring software for expansion.</p> <p><b>Level III Students will:</b>  <b>EEW.3.7.</b> Gather information about a topic from two sources for a group research project.  <i>Ex.</i> Given a text displayed on an interactive whiteboard, select two pieces of information to include in a group research activity.  <i>Ex.</i> With guidance and support, locate information, then copy and paste it from a digital document into the group's digital writing software.</p> <p><b>Level II Students will:</b>  <b>EEW.3.7.</b> Gather information about a topic from one source for a group research project.  <i>Ex.</i> Given a text displayed on an interactive whiteboard, work with a peer to identify one piece of information to include in a group research project.</p> <p><b>Level I Students will:</b>  <b>EEW.3.7.</b> Explore one information source while writing.  <i>Ex.</i> Use a single switch to advance through the pages of a digitized text, while using assistive technology.  <i>Ex.</i> Explore a webpage with a screen reader on a tablet device, then use assistive technology to type letters while looking at a picture from the web page.  <i>Ex.</i> While looking through a digital presentation of pictures related to a group's research project, choose letters and words to accompany a picture, which will be added to the project.  <i>Ex.</i> Select a digital picture for a classmate to add to the project and write about, always reading aloud the resulting product to Level I Students.</p>
<p><b>W.3.8.</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p><b>EEW.3.8.</b> Gather information learned and sort into meaningful categories.</p>	<p><b>Level IV Students will:</b>  <b>EEW.3.8.</b> Sort information into three or more provided categories and write information learned about them.  <i>Ex.</i> Given pictures and words from a science unit, separate into piles information about birds, fish, and reptiles, and write down one thing learned about each.  <i>Ex.</i> Given three characters' names, following reading or listening to a story, use assistive technology to write one characteristic of each (e.g., Lucy - bossy, Charlie Brown - nice, Pigpen - dirty).</p> <p><b>Level III Students will:</b>  <b>EEW.3.8.</b> Sort information into two provided categories and write information learned about them.  <i>Ex.</i> With guidance and support, given a list of adjectives that describe people, sort them into words that are nice and not nice, then write a summary statement about one or both categories.  <i>Ex.</i> With guidance and support, list tools and clothing used when planting in the class garden, and then make a statement about the use of each.</p> <p><b>Level II Students will:</b>  <b>EEW.3.8.</b> Sort information into provided categories and label the categories.  <i>Ex.</i> Working with the teacher who identifies the categories each time, the student selects another piece of information and places each piece of information into the appropriate category.</p>

		<p><i>Ex.</i> Working with a small group, sort adjectives that describe people, and then name the categories (e.g., nice/not nice, friendly/mean), and write a group repeated line text (e.g., Nice people help, smile, and say please).</p> <p><i>Ex.</i> With guidance and support of an adult, given pictures or words displayed on an interactive whiteboard, drag them into two boxes, label the categories, and write a statement about what is known about the categories.</p> <p><b>Level I Students will:</b>  <b>EEW.3.8.</b> Identify information related to a given topic.  <i>Ex.</i> With guidance and support, indicate information about a given topic (e.g., During lunch, the teacher holds up the milk carton and half of a sandwich and asks the student to “Show me the drink.” The student eye gazes, points to, or touches the milk, and the teacher adds to a nearby drink/eat chart, “Sam drinks milk.”).  <i>Ex.</i> With guidance and support, indicate words and pictures related to a given topic (e.g., Given a topic of favorite foods, add relevant pictures, and using a word bank choose and print “Yummy.”).</p>
<b>W.3.9.</b> (Begins in grade 4)	<b>EEW.3.9.</b> (Begins in grade 4)	<b>EEW.3.9.</b> (Begins in grade 4)
<b>W.3.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>EEW.3.10</b> Write routinely for a variety of tasks, purposes, and audiences.	<p><b>Level IV Students will:</b>  <b>EEW.3.10.</b> Write routinely with elaboration for a variety of tasks, purposes, and audiences.  <i>Ex.</i> Write a note providing basic details about a favorite activity to include in the home-school notebook.  <i>Ex.</i> Send an e-mail to a friend about a recent activity and ask a question of the friend.  <i>Ex.</i> Collaboratively author a poem with a classmate.</p> <p><b>Level III Students will:</b>  <b>EEW.3.10.</b> Write routinely for a variety of tasks, purposes, and audiences.  <i>Ex.</i> Write a note to include in the home-school notebook.  <i>Ex.</i> Send an e-mail to a friend.  <i>Ex.</i> Write labels to go with a display for a group research project.  <i>Ex.</i> Engage in written dialogue with a classmate (e.g., instant messaging or passing paper notes).</p> <p><b>Level II Students will:</b>  <b>EEW.3.10.</b> Write routinely for a variety of tasks.  <i>Ex.</i> Using a preprogrammed word bank and alphabet access on the computer, write a note to include in the home-school notebook.  <i>Ex.</i> Using a template with blanks to fill in, send an e-mail to a friend (e.g., “Hi, _____. I like to _____. What do you like? Your friend, _____.”).  <i>Ex.</i> With guidance and support, write labels to go with a display for a group research project.</p> <p><b>Level I Students will:</b>  <b>EEW.3.10.</b> Communicate routinely for a variety of purposes and audiences.  <i>Ex.</i> Using a multiple message voice output device and given modeling from an adult communication partner, use the device to make comments during shared reading, which are written into a group comments page and reread aloud by the teacher to the group.  <i>Ex.</i> Using a multiple message voice output device and given modeling from an adult communication partner, tell how they feel, which is then added to a class “Feelings Log” (e.g., “Today is Monday, Dec. 3. John feels happy. Sarah feels tired. Ashley feels sad.”).</p>
<b>Speaking and Listening</b>		
<b>SL.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> ,	<b>EEESL.3.1.a.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.

building on others' ideas and expressing their own clearly.		
<b>SL.3.1.a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<b>EESL.3.1.a.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>SL.3.1.b.</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>EESL.3.1.b.</b> Listen to others' ideas before responding.	<p><b>Level IV Students will:</b>  <b>EESL.3.1.b.</b> Listen and seek confirmation or clarification of others' ideas before responding.  <i>Ex.</i> Ask a peer for confirmation of their statement in a discussion of a folktale (<i>The Day it Rained Tortillas</i> or <i>African Myths and Folktales</i>) before adding own ideas.  <i>Ex.</i> Ask the teacher, "What?" to get clarification on directions before responding.</p> <p><b>Level III Students will:</b>  <b>EESL.3.1.b.</b> Listen to others' ideas before responding.  <i>Ex.</i> Respond appropriately to indicate agreement or disagreement with the comments of others.  <i>Ex.</i> Answer questions about what a peer has offered in a discussion.  <i>Ex.</i> Add a comment following a peer's statement that indicates they have listened to the peer's idea.</p> <p><b>Level II Students will:</b>  <b>EESL.3.1.b.</b> After a prompt is given, respond to others' ideas.  <i>Ex.</i> Wait for a peer to finish talking when an adult says, "Let Sally finish," and then nods or signs to indicate agreement with the peer's idea.  <i>Ex.</i> Wait to provide a word that describes the gingerbread man when the teacher says, "One at a time. John is going first."</p> <p><b>Level I Students will:</b>  <b>EESL.3.1.b.</b> Add to or support others' ideas.  <i>Ex.</i> With guidance and support, respond yes or no after the teacher says, "John said the gingerbread man was brave. Do you think he was brave?"  <i>Ex.</i> After interrupting when a peer or teacher is talking (e.g., vocalizing, speaking, activating communication device), student quiets when teacher reminds him or her to "Wait until Jose has finished."</p>
<b>SL.3.1.c.</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	<b>EESL.3.1.c.</b> Ask questions that link to ideas of others.	<p><b>Level IV Students will:</b>  <b>EESL.3.1.c.</b> Ask questions to check understanding of ideas of others.  <i>Ex.</i> Ask a peer, "How do you know?" when the peer makes an inference about a text during guided reading.  <i>Ex.</i> Ask the teacher, "What do we do?" to seek clarification when a question is not heard or understood.</p> <p><b>Level III Students will:</b>  <b>EESL.3.1.c.</b> Ask questions that link to ideas of others in multiple turns.  <i>Ex.</i> After listening to the book, <i>Ramona Quimby, Age 8</i>, a peer says, "I like her," the student asks, "Who?"  <i>Ex.</i> After a peer offers an idea about what happened in a story or activity, asks, "What about _____?"</p> <p><b>Level II Students will:</b>  <b>EESL.3.1.c.</b> Ask questions that link to ideas of others.  <i>Ex.</i> The teacher points to the three animals that chased the gingerbread man and says, "John liked the dog. Can you ask him why?" Then, the student uses a multiple message voice output device to ask, "Why dog?"</p>

		<p><b>Level I Students will:</b>  <b>EESL.3.1.c.</b> Ask questions of others.  <i>Ex.</i> Use a single message voice output device to ask, “What?” during a small group discussion after shared reading of a book.  <i>Ex.</i> Select from three question words (<i>what, where, when</i>) on a voice output device to ask questions of peers during a literature circle.</p>
<p><b>SL.3.1.d.</b> Explain their own ideas and understanding in light of the discussion.</p>	<p><b>EESL.3.1.d.</b> Express ideas clearly.</p>	<p><b>Level IV Students will:</b>  <b>EESL.3.1.d.</b> Explain ideas clearly.  <i>Ex.</i> When the teacher asks students to explain their favorite part of <i>Ramona Quimby, Age 8</i>, the student answers, “Ramona break egg. It funny. Egg head.”  <i>Ex.</i> During the morning meeting, when the teacher asks, “How should we decorate our bulletin board today?,” reply, “Blue, planets, stars, like a map.”</p> <p><b>Level III Students will:</b>  <b>EESL.3.1.d.</b> Express ideas clearly.  <i>Ex.</i> When the teacher asks what Ramona did with the egg, use a voice output device to combine words and say, “head break.”  <i>Ex.</i> During the morning meeting, when the teacher asks, “How should we decorate our bulletin board today?” reply, “blue, planets, stars.”</p> <p><b>Level II Students will:</b>  <b>EESL.3.1.d.</b> Express ideas when given choices.  <i>Ex.</i> When the teacher shows two illustrations from the book and describes each, point to their favorite when asked, “Show me your favorite.”  <i>Ex.</i> During the morning meeting, when the teacher shows students three colors of construction paper and says, “We are going to decorate our bulletin board for our unit on the planets. What color should we make the background?” eye gazes to black.</p> <p><b>Level I Students will:</b>  <b>EESL.3.1.d.</b> Communicate an idea to teacher or peer.  <i>Ex.</i> Focus on the picture of the gingerbread man in the book, when asked who the story was about.  <i>Ex.</i> Select the message “more” from a multiple location communication device when the teacher says, “We’re all done for now.”</p>
<p><b>SL.3.2.</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>EESL.3.2.</b> Ask and answer questions about details from a text read aloud or information presented through diverse formats.</p>	<p><b>Level IV Students will:</b>  <b>EESL.3.2.</b> Recount key details from a text read aloud or information presented orally or through diverse formats.  <i>Ex.</i> After hearing the story of Ruby Bridges read aloud, describe Ruby as a brave, young Black girl.  <i>Ex.</i> Say, “Ruby really wanted to go to school.” when asked to identify an important event in the story.</p> <p><b>Level III Students will:</b>  <b>EESL.3.2.</b> Ask and answer questions about details from a text read aloud, information presented orally, or through diverse formats.  <i>Ex.</i> Pick from choices to answer questions about key details presented in a story read aloud (“What did Ruby want to do?”) and follow by asking a question.  <i>Ex.</i> Answer yes or no question about a story that was read aloud (e.g., indicates correct response when asked if Ruby went to school) and follow with question, “Why she go?”  <i>Ex.</i> Ask a question about information that is shared about the schedule (“Can we go outside?”) and respond to the teacher’s question that follows (“What do you want to play?”).</p> <p><b>Level II Students will:</b>  <b>EESL.3.2.</b> Answer questions about details from a text read aloud, information presented orally, or through diverse formats.  <i>Ex.</i> Answer a Yes/No question about a key detail presented in a story read aloud (e.g., indicates “no” when asked if Ruby was in the story).  <i>Ex.</i> Select the picture symbol from an array to answer a question about a video clip the teacher shared with the class.</p> <p><b>Level I Students will:</b></p>

		<p><b>EESL.3.2.</b> Attend to media presentations.  <i>Ex.</i> Maintain attention to the screen during a short video presentation.  <i>Ex.</i> Respond when asked, “Do you like this?” to indicate attention during a teacher-conducted demonstration.</p>
<p><b>SL.3.3.</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><b>EESL.3.3.</b> Ask or answer questions about what a speaker says.</p>	<p><b>Level IV Students will:</b>  <b>EESL.3.3.</b> Initiate a question or answer related questions about what a speaker says.  <i>Ex.</i> After listening to peer, present information on a topic, ask, “Was it fun?” and then respond when the peer says, “Yeah, it was fun. Do you want to try it?”  <i>Ex.</i> After listening to a teacher explain a new topic, answer a direct question from the teacher and then ask a question (e.g., answers “banana” when asked about favorite fruit, then asks, “What you like?”).</p> <p><b>Level III Students will:</b>  <b>EESL.3.3.</b> Ask or answer a question about what a speaker says.  <i>Ex.</i> After listening to the teacher give directions about a class activity, answer the question, “What do we do first?” by pointing to the station where they should start.</p> <p><b>Level II Students will:</b>  <b>EESL.3.3.</b> Answer questions about what a speaker says.  <i>Ex.</i> Repeat the directions when a teacher asks, “What do you need to do next?”  <i>Ex.</i> Answer the question, “What do you want?” after the person working the lunch line states the options.</p> <p><b>Level I Students will:</b>  <b>EESL.3.3.</b> Respond to questions about presented information.  <i>Ex.</i> With guidance and support, after listening to directions for an activity, look at the center where the activity will begin when asked, “Where do you go now?”  <i>Ex.</i> With guidance and support after listening to an adult read the options for lunch, eye gaze to the photograph of desired meal.</p>
<p><b>Presentation of Knowledge and Ideas.</b></p> <p><b>SL.3.4.</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p><b>EESL.3.4.</b> Recount a personal experience including details.</p>	<p><b>Level IV Students will:</b>  <b>EESL.3.4.</b> Recount a personal experience including descriptive details.  <i>Ex.</i> Use a multiple voice output communication device to report on weekend activities during a morning meeting, saying “Shopping with mom. New red shoes, funny DVD.”  <i>Ex.</i> Tell a story about an event on the playground saying, “I swing really high. Jump off!”</p> <p><b>Level III Students will:</b>  <b>EESL.3.4.</b> Recount a personal experience including details.  <i>Ex.</i> Using a multiple message voice output device, select three pictures to show how he or she made the cookie.  <i>Ex.</i> Use a multiple voice output communication device to report on weekend activities during a morning meeting, saying, “Shopping with mom. Shoes, DVD, lunch.”</p> <p><b>Level II Students will:</b>  <b>EESL.3.4.</b> Use pictures or other visual or tactual supports to recount a personal experience including details.  <i>Ex.</i> Use the class’ recipe (with printed steps, accompanied by pictures) to recount the steps to making cookies including details (e.g., “I put frosting on cookie – eyes and mouth. I ate him!”).  <i>Ex.</i> Look at a photo of the class at the museum and uses multiple message voice output device to say, “Friends went bus. Saw dinosaurs.”</p> <p><b>Level I Students will:</b></p>

		<p><b>EESL.3.4.</b> Communicate a personal experience.  <i>Ex.</i> During the morning meeting, select a single message on <i>My News</i> page in a communication system that has been programmed to say, “We went shopping this weekend. I got new shoes. Check them out! Aren’t they cool?” (Note: Student selects a single button on communication device to say this whole message.)  <i>Ex.</i> During snack time, tell group, “I make cookies.”  <i>Ex.</i> Given two options verbally of how to eat a gingerbread man, repeat the one they prefer.</p>
<p><b>SL.3.5.</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p><b>EESL.3.5.</b> Create a multimedia presentation of a story or poem.</p>	<p><b>Level IV Students will:</b>  <b>EESL.3.5.</b> Create a media production of a story or poem, including text.  <i>Ex.</i> Write the text and select images, sound effects, music, or recording to go with a favorite poem.  <i>Ex.</i> Use a multiple message voice output device to sequence the lines of a favorite poem to put them in order in a multimedia version of the poem.  <i>Ex.</i> Write a story about making cookies and add visuals or other features to create a multimedia version to share with the class.</p> <p><b>Level III Students will:</b>  <b>EESL.3.5.</b> Create a multimedia presentation of a story or poem.  <i>Ex.</i> Select images and add sound effects, music, and/or recording to go with a favorite poem.  <i>Ex.</i> Sequence the pages of a favorite story to put them in order in a multimedia version of the book.  <i>Ex.</i> Record the cookie-making story and play it for the class, hitting switch to display several pictures to go with the story.</p> <p><b>Level II Students will:</b>  <b>EESL.3.5.</b> Participate in the creation of a multimedia presentation of a story or poem by adding words, selecting visuals, or recording portions of the text.  <i>Ex.</i> Use a single message voice output device to record the repetitive phrase to play at appropriate times in the story (e.g., “Run, run, as fast as you can . . .”).  <i>Ex.</i> Select the images to accompany a text typed and recorded by partners in a group.</p> <p><b>Level I Students will:</b>  <b>EESL.3.5.</b> Participate in the creation of a multimedia presentation of a story or poem by selecting visuals.  <i>Ex.</i> With cueing from peers, use a single message voice output device with the repetitive phrase recorded to play at appropriate times in the story (“Run, run, as fast as you can . . .”).  <i>Ex.</i> Given a choice of two good photos selected by peers to accompany a page in a PowerPoint presentation of a story, use eye gazes to select the one they will use.</p>
<p><b>SL.3.6.</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>EESL.3.6.</b> Combine words for effective communication to clarify thoughts, feelings, and ideas.</p>	<p><b>Level IV Students will:</b>  <b>EESL.3.6.</b> Speak in complete sentences to clarify thoughts, feelings, and ideas.  <i>Ex.</i> Says, “I like yummy cookie!” after eating cookie.  <i>Ex.</i> After the student says, “sad,” the teacher asks, “Who is sad?” and the student replies, “He is sad,” and looks across room at classmate.</p> <p><b>Level III Students will:</b>  <b>EESL.3.6.</b> Combine words for effective communication to clarify thoughts, feelings, and ideas.  <i>Ex.</i> The teacher looks at the student and says, “You look happy. Why are you happy?” The student says, “I like cookie!”  <i>Ex.</i> Use a multiple message voice output device to combine the words, “I want it.” When the teacher asks, “What do you mean, <i>it</i>?” the student selects the symbol for “book.”</p> <p><b>Level II Students will:</b>  <b>EESL.3.6.</b> Combine words to communicate thoughts, feelings, and ideas.  <i>Ex.</i> Sign “More cookie!”</p>

		<p>Ex. Point at the book on the table and say, "I want it."</p> <p><b>Level I Students will:</b>  <b>EESL.3.6.</b> Communicate thoughts, feelings, and ideas.  <i>Ex.</i> Student points to cookie and the adult responds, "Oh, you want more cookies?" Then, the adult signs "more." The student imitates more and eats another cookie.  <i>Ex.</i> The teacher notices that the student is looking sad and says, "You look sad. Are you sad?" and the student responds, yes or no.</p>
<b>Language</b>		
<b>Conventions of Standard English.</b>		
<p><b>L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.3.1.a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	<p><b>EEL.3.1.a.-i.</b> Demonstrate standard English grammar and usage when communicating by combining three or more words to effectively communicate one or more thought.</p>	<p><b>Level IV Students will:</b>  <b>EEL.3.1.a.-i.</b> Produce grammatically complete utterances.  <i>Ex.</i> Say or communicate in complete sentences (e.g., "I can go fast.").</p> <p><b>Level III Students will:</b>  <b>EEL.3.1.a.-i.</b> Produce utterances using three or more words.  <i>Ex.</i> Communicate using multi-word utterances (e.g., "I go fast.").</p> <p><b>Level II Students will:</b>  <b>EEL.3.1.a.-i.</b> Use single words to communicate.  <i>Ex.</i> Communicate in single words (e.g., "Go.").</p> <p><b>Level I Students will:</b>  <b>EEL.3.1.a.-i.</b> React to words either spoken, written, or in picture form.</p>
<b>L.3.1.b.</b> Form and use regular and irregular plural nouns.	<b>EEL.3.1.b.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.3.1.c.</b> Use abstract nouns (e.g., childhood).	<b>EEL.3.1.c.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.3.1.d.</b> Form and use regular and irregular verbs.	<b>EEL.3.1.d.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.3.1.e.</b> Form and use the simple (e.g. I walked; I walk; I will walk) verb tenses.	<b>EEL.3.1.e.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.3.1.f.</b> Ensure subject-verb and pronoun-antecedent agreement.	<b>EEL.3.1.f.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.3.1.g.</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending upon what is modified.	<b>EEL.3.1.g.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.3.1.h.</b> Use coordinating and subordinating conjunctions.	<b>EEL.3.1.h.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.

<p><b>L.3.1.i.</b> Produce simple, compound, and complex sentences.</p>	<p><b>EEL.3.1.i.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.3.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.3.2.a.</b> Capitalize appropriate words in titles.</p>	<p><b>EEL.3.2.</b> Apply conventions of standard English including capitalization and spelling.</p> <p><b>EEL.3.2.a.</b> Capitalize appropriate words in titles.</p>	<p><b>Level IV Students will:</b> <b>EEL.3.2.a.</b> Capitalize the first letter of familiar names and places. <i>Ex.</i> Given the name of familiar holidays, replace lowercase letter with capital letter on the holiday name.</p> <p><b>Level III Students will:</b> <b>EEL.3.2.a.</b> Capitalize the first letter of a familiar name. <i>Ex.</i> Given the name of their street, replace lowercase letter with capital letter on the street name.</p> <p><b>Level II Students will:</b> <b>EEL.3.2.a.</b> Capitalize first letter of own name.</p> <p><b>Level I Students will:</b> <b>EEL.3.2.a.</b> Respond to own name in print.</p>
<p><b>L.3.2.b.</b> Use commas in addresses.</p>	<p><b>EEL.3.2.b.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.3.2.c.</b> Use commas and quotation marks in dialogue.</p>	<p><b>EEL.3.2.c.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.3.2.d.</b> Form and use possessives.</p>	<p><b>EEL.3.2.d.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.3.2.e.</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>	<p><b>EEL.3.2.e.-f.</b> Spell common high-frequency words accurately.</p>	<p><b>Level IV Students will:</b> <b>EEL.3.2.e.-f.</b> Spell 20 high-frequency words accurately in writing. <i>Ex.</i> Spell Dolch or Frye high-frequency words.</p> <p><b>Level III Students will:</b> <b>EEL.3.2.e.-f.</b> Spell 10 common high-frequency words accurately. <i>Ex.</i> Spell words from Dolch lists used in own writing. <i>Ex.</i> Spell words from Frye lists used in own writing.</p> <p><b>Level II Students will:</b> <b>EEL.3.2.e.-f.</b> Identify the letters in high frequency words. <i>Ex.</i> Say letter names in familiar words (e.g., The teacher points to a high- frequency word during shared reading and says, “Spell it for me.” The student then says the name of each letter in the word.). <i>Ex.</i> Point to each letter as the teacher calls the letter names (e.g., The teacher points to a word on a bulletin board in the hall and says, “Can you show me the t?” and then continues with the rest of the letters as the student points to each letter.).</p> <p><b>Level I Students will:</b> <b>EEL.3.2.e.-f.</b> Identify a letter versus a non-letter.</p>
<p><b>L.3.2.f.</b> Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns</i>).</p>	<p><b>EEL.3.2.f.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>

ending rules, meaningful word parts) in writing words.		
<b>L.3.2.g.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<b>EEL.3.2.g.</b> Consult print in the environment to support reading and spelling.	<p><b>Level IV Students will:</b> <b>EEL.3.2.g.</b> Actively use print in the environment to support reading and spelling.</p> <p><b>Level III Students will:</b> <b>EEL.3.2.g.</b> Consult print in the environment to support reading and spelling.</p> <p><b>Level II Students will:</b> <b>EEL.3.2.g.</b> Identify print and signs in the environment.</p> <p><b>Level I Students will:</b> <b>EEL.3.2.g.</b> Use symbols to communicate.</p>
<b>Knowledge of Language.</b>  <b>L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading or listening.  <b>L.3.3.a.</b> Choose words and phrases for effect	<b>EEL.3.3.a.-b.</b> Use language to achieve desired outcomes when communicating.	<p><b>Level IV Students will:</b> <b>EEL.3.3.a.-b.</b> Use language to make/respond to requests and comment /share information.</p> <p><b>Level III Students will:</b> <b>EEL.3.3.a.-b.</b> Use language to make simple requests or comment/share information.</p> <p><b>Level II Students will:</b> <b>EEL.3.3.a.-b.</b> Combine two or more words to make requests.</p> <p><b>Level I Students will:</b> <b>EEL.3.3.a.-b.</b> Look at or touch a word, object, or symbol to make a request.</p>
<b>L.3.3.b.</b> Recognize and observe differences between the conventions of spoken and written standard English.	<b>EEL.3.3.b.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>Vocabulary Acquisition and Use.</b>  <b>L.3.4.</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	<b>EEL.3.4.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.3.4.a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.	<b>EEL.3.4.a.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.3.4.b.</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).	<b>EEL.3.4.b.</b> Identify the temporal meaning of words when common suffixes (-ing, ed) are added to common verbs.	<p><b>Level IV Students will:</b> <b>EEL.3.4.b.</b> Add suffixes to words to accurately reflect temporal meanings. <i>Ex.</i> When reporting on activities from the previous weekend, accurately report that he or she <i>went</i> shopping or that he or she “shopped” on the weekend. <i>Ex.</i> Add -ing or -ed to a verb of their choosing to indicate when an activity occurred.</p> <p><b>Level III Students will:</b></p>

		<p><b>EEL.3.4.b.</b> Identify the temporal meaning of words when common suffixes (-ing, -ed) are added to common verbs.</p> <p><b>Level II Students will:</b>  <b>EEL.3.4.b.</b> Identify yesterday, today, and tomorrow as temporal concepts.</p> <p><b>Level I Students will:</b>  <b>EEL.3.4.b.</b> Demonstrate an understanding of first-next as temporal concepts.</p>
<b>L.3.4.c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).	<b>EEL.3.4.c.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.3.4.d.</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<b>EEL.3.4.d.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.3.5.</b> Demonstrate understanding of word relationships and nuances in word meanings.	<b>EEL.3.5.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.3.5.a.</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).	<b>EEL.3.5.a.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.3.5.b.</b> Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).	<b>EEL.3.5.b.</b> Identify real-life connections between words and their use (e.g., <i>happy: "I am happy."</i> ).	<p><b>Level IV Students will:</b>  <b>EEL.3.5.b.</b> Identify real-life connections between words and their use for expressing related emotions (e.g., angry, depressed, or excited).  <i>Ex.</i> Use feeling words to describe reactions to real-life experiences (e.g., The teacher asks, "What makes you excited?" The student says, "Christmas!").  <i>Ex.</i> Use feeling words to describe reactions to real-life experiences (e.g., The teacher asks, "What makes you frustrated?").  <i>Ex.</i> Use feeling words to describe reactions to real-life experiences (e.g., The teacher asks, "What makes you proud?").</p> <p><b>Level III Students will:</b>  <b>EEL.3.5.b.</b> Identify real-life connections between words and their use in multiple environments (e.g., happy: "I am happy.").  <i>Ex.</i> Connect feeling words to real-life activities (e.g., The teacher says, "If I gave you \$5, how would you feel?" The student says, "Happy!").  <i>Ex.</i> Connect feeling words to real-life activities (e.g., The teacher says, "If I said we could not go to recess, how would you feel?" The student says, "Sad.").</p> <p><b>Level II Students will:</b>  <b>EEL.3.5.b.</b> Identify real-life connections between words and their use (e.g., happy: "I am happy.").  <i>Ex.</i> With guidance and support, connect words to reactions (e.g., The teacher says, "You are smiling. Are you happy or sad?" The student says, "Happy." ).  <i>Ex.</i> With guidance and support, connect words to reactions (e.g., The teacher says, "You are yawning. Are you mad or tired?" The student says, "Tired." ).</p> <p><b>Level I Students will:</b>  <b>EEL.3.5.b.</b> Demonstrate appropriate reactions to words in real-life situations.  <i>Ex.</i> With guidance and support, react to words (e.g., The teacher says, "How do you look when I say we can't go to recess?" The student frowns.)</p>
<b>L.3.5.c.</b> Distinguish shades of meaning among related words that describe states of	<b>EEL.3.5.c.</b> Identify words that describe personal emotional states.	<p><b>Level IV Students will:</b>  <b>EEL.3.5.c.</b> Use words that describe personal emotional states in others.</p>

<p>mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p>		<p><b>Level III Students will:</b>  <b>EEL.3.5.c.</b> Identify words that describe personal emotional states.</p> <p><b>Level II Students will:</b>  <b>EEL.3.5.c.</b> Recognize simple emotion words (e.g., <i>happy, sad, and mad</i>).</p> <p><b>Level I Students will:</b>  <b>EEL.3.5.c.</b> Match simple pictures of emotions (e.g., <i>happy, sad, and mad</i>).</p>
<p><b>L.3.6.</b> Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p><b>EEL.3.6.</b> Demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>).</p>	<p><b>Level IV Students will:</b>  <b>EEL.3.6.</b> Use words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>).  <i>Ex.</i> Use <i>behind</i> and <i>under</i> to describe spatial relationship of objects or people (e.g., The teacher asks, “Where is Jeremy?” and the student responds, “Behind me.”).  <i>Ex.</i> Use <i>after, soon, next, and later</i> to describe temporal relationships of activities (e.g., The teacher asks, “When are we going to read?” and the student responds “Later.”).</p> <p><b>Level III Students will:</b>  <b>EEL.3.6.</b> Demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>).  <i>Ex.</i> Respond <i>behind</i> and <i>under</i> used to describe spatial relationship of objects or people (e.g., The teacher asks, “The book is under your chair?” and student looks under their chair.).  <i>Ex.</i> Respond to <i>after, soon, next, and later</i> to describe temporal relationships of activities (e.g., The teacher says, “We can read later.” and the student puts away book.).</p> <p><b>Level II Students will:</b>  <b>EEL.3.6.</b> Demonstrate understanding of words that signal spatial relationships (e.g., <i>behind, under, over, on</i>).  <i>Ex.</i> Respond <i>behind</i> and <i>under</i> used to describe spatial relationship of objects or people (e.g., The teacher asks, “The book is under your chair?” and points under the student’s chair. The student looks under his or her chair.).  <i>Ex.</i> Respond to <i>after, soon, next, and later</i> to describe temporal relationships of activities (e.g., The teacher says, “We can read later.” and puts away his or her book. Then, the student puts away his or her own book.).</p> <p><b>Level I Students will:</b>  <b>EEL.3.6.</b> Put <i>in</i> or take <i>out</i> when asked.  <i>Ex.</i> Activate a sequenced message switch to tell an adult to take a counting cube out of the box (e.g., “Take one <i>out</i>.”).  <i>Ex.</i> Activate a sequenced message switch to tell an adult to put pennies in the class piggy bank (e.g., “Put it <i>in</i>.”).</p>

## 2014 WYOMING ENGLISH LANGUAGE ARTS EXTENDED STANDARDS AND ACHIEVEMENT DESCRIPTORS FOR GRADE 4

2012 WyCPS ELA Standards	2014 Wyoming Content Extended Standards <small>EE = Essential Element</small>	Instructional Achievement Level Descriptors
<p><b>Key Ideas and Details.</b></p> <p><b>RL.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>EERL.4.1.</b> Refer to details in recounting what the text says.</p>	<p><b>Level IV Students will:</b>  <b>EERL.4.1.</b> Use details from the text to recount what the text says.  <i>Ex.</i> When given picture or verbal choices, select correct details from the story and then use those details in recounting the text.  <i>Ex.</i> With the text projected on an interactive whiteboard, underline details, and then use those underlined details in recounting the text.  <i>Ex.</i> Use sticky-note tags to identify details in text and use those tagged to recount the text.</p> <p><b>Level III Students will:</b>  <b>EERL.4.1.</b> Refer to details in recounting what the text says.  <i>Ex.</i> After reading or listening to a text, recount the story referring to details in the text without looking back at the text or other supports.  <i>Ex.</i> Before the teacher begins a shared reading of a familiar text, she asks the students to tell her what they remember about the book, and the students recount the text including specific details.  <i>Ex.</i> When reading aloud, match word cards to the words that they hear and see during the reading. (e.g., <i>The Cricket in Times Square</i> – match “Chester” or “New York”; <i>The Borrowers</i> – match words for “little people,” “Clock family,” or “borrowing”), then use them to recount the story.</p> <p><b>Level II Students will:</b>  <b>EERL.4.1.</b> Recount a portion of the text.  <i>Ex.</i> After repeated reading or listening to a text, recount the end of the text.  <i>Ex.</i> Before the teacher begins a shared reading of a familiar text, when asked to tell what they remember about the book, recount one event from the story.</p> <p><b>Level I Students will:</b>  <b>EERL.4.1.</b> Identify a detail from the text.  <i>Ex.</i> Given an array of illustrations including some from the text and others that are not from the text, identify an illustration from the story.  <i>Ex.</i> Given a list of details, identify a detail from the text using partner assisted scanning (adult reads the list and student signals when a desired choice is read).</p>
<p><b>RL.4.2.</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p><b>EERL.4.2.</b> Determine the main idea of a text.</p>	<p><b>Level IV Students will:</b>  <b>EERL.4.2.</b> Identify the theme of a text.  <i>Ex.</i> After determining the main idea, identify the theme from an array of choices.  <i>Ex.</i> Given a story that teaches a lesson like “be kind,” identify <i>kind</i> as the theme of the story.</p> <p><b>Level III Students will:</b>  <b>EERL.4.2.</b> Determine the main idea of a text.  <i>Ex.</i> When given a text and multiple choices, identify the main idea (e.g., Dogs are fun pets.).  <i>Ex.</i> After reading or listening to a text, state the main idea.</p> <p><b>Level II Students will:</b>  <b>EERL.4.2.</b> When given a detail, identify the central idea of a text.</p>

		<p><i>Ex.</i> After reading or hearing a text, select an object or picture from choices that goes with the central idea.</p> <p><b>Level I Students will:</b>  <b>EERL.4.2.</b> Identify a word/phrase from the text.  <i>Ex.</i> After reading or listening to a text, point to a word from the text (e.g., after reading a story about dogs, point to the word “dog” or a representation of a dog.).  <i>Ex.</i> After listening to a text, point to an object that was in the story.</p>
<p><b>RL.4.3.</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p><b>EERL.4.3.</b> Use details from text to describe a character in a story.</p>	<p><b>Level IV Students will:</b>  <b>EERL.4.3.</b> Use details from the text to describe multiple attributes of a character in a story.  <i>Ex.</i> Asked to describe a character, use words like “tall” and “fast” from the story to describe the character.  <i>Ex.</i> Using details from a story, create a character “wanted” poster with descriptors like <i>tall, old, mean</i>, etc.</p> <p><b>Level III Students will:</b>  <b>EERL.4.3.</b> Use details from text to describe a character in a story.  <i>Ex.</i> Given the text projected on an interactive whiteboard, underline details in the text that describe the specified character.  <i>Ex.</i> Given a list of details from the story, select the details that describe a character.</p> <p><b>Level II Students will:</b>  <b>EERL.4.3.</b> Identify the name of a character in a story.  <i>Ex.</i> Given a description of a character from a story, identify the name of the character.  <i>Ex.</i> Asked who is a character in a story, identify the name of one of the characters in the story.</p> <p><b>Level I Students will:</b>  <b>EERL.4.3.</b> Identify a detail from the story.  <i>Ex.</i> Given two or more choices, identify the detail that is from the familiar story.</p>
<p><b>Craft and Structure.</b></p> <p><b>RL.4.4.</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p><b>EERL.4.4.</b> Determine the meaning of words in context.</p>	<p><b>Level IV Students will:</b>  <b>EERL.4.4.</b> Use context to determine a missing word from a sentence.  <i>Ex.</i> Given two or more sentences with one word missing, use context to identify the missing word from an array of choices.  <i>Ex.</i> Given a word in context, find a Google image or another search engine to search for an image appropriate to the meaning of the word.</p> <p><b>Level III Students will:</b>  <b>EERL.4.4.</b> Determine the meaning of words in context.  <i>Ex.</i> After reading a text, create a picture of the word or character based on descriptions in the text.  <i>Ex.</i> Identify the words in a text that provide clues that help determine the meaning of an unknown word and use them to determine the meaning.</p> <p><b>Level II Students will:</b>  <b>EERL.4.4.</b> Identify two or more words that are related to one another.  <i>Ex.</i> Given a word from the text, identify two or more related words from a list provided by the teacher.  <i>Ex.</i> Create a graphic organizer showing connections between a new word found in the text and other known words.</p> <p><b>Level I Students will:</b>  <b>EERL.4.4.</b> After listening to or reading a text, touch or look at a picture, object, or other symbolic representation of the word.  <i>Ex.</i> After reading or listening to a book and an adult saying or signing a word from the text, find a picture or object that represents the word.</p>

		<p><i>Ex.</i> After hearing a text about drums, touch a drum, drumstick, and other drum-related objects to demonstrate understanding of the drum-related words.</p> <p><i>Ex.</i> Match a word from the text to a picture or object that represents the word.</p>
<p><b>RL.4.5.</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p><b>EERL.4.5.</b> Recognize a text as a story or poem.</p>	<p><b>Level IV Students will:</b>  <b>EERL.4.5.</b> Differentiate characteristics of poems and stories.  <i>Ex.</i> Given a story and a poem on the same topic (e.g., dolphins), describe how the poem and story are different.  <i>Ex.</i> Given a list of characteristics of the structure of a story and poem, match the right characteristics with an exemplar of each.</p> <p><b>Level III Students will:</b>  <b>EERL.4.5.</b> Recognize a text as a story or a poem.  <i>Ex.</i> When presented with text, label which is a poem or a story.  <i>Ex.</i> Using <i>Clicker 5</i> software, correctly label the text as a story or poem after the software reads the text aloud.  <i>Ex.</i> After reading a story (<i>Island of the Blue Dolphins</i>) and poem (<i>Knock at a Star: A Child's Introduction to Poetry</i>), identify each as a story or poem.  <i>Ex.</i> Given two examples of poems or stories, place a sticky-note label on each type of text.</p> <p><b>Level II Students will:</b>  <b>EERL.4.5.</b> Recognize a poem.  <i>Ex.</i> During or after text is read aloud, answer a yes or no question (or use two switches) about whether the text was a poem.</p> <p><b>Level I Students will:</b>  <b>EERL.4.5.</b> Identify familiar stories or poems.  <i>Ex.</i> When asked to find a specific story, eye gaze to select the book from a field of two.  <i>Ex.</i> When asked to help read the poem, look at the chart in the front of the group.</p>
<p><b>RL.4.6.</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p><b>EERL.4.6.</b> Identify the difference between first and third person narrations.</p>	<p><b>Level IV Students will:</b>  <b>EERL.4.6.</b> Identify the difference between first and third person narrated text.  <i>Ex.</i> Recognize when a story was told by the main character or by someone who was observing the main character.  <i>Ex.</i> Asked "Was the person telling the story about himself?" answers "Yes" or "No."</p> <p><b>Level III Students will:</b>  <b>EERL.4.6.</b> Identify the difference between first or third person narrated text.  <i>Ex.</i> Asked "Is the boy telling the story?" student answers "yes" or "no."  <i>Ex.</i> Given a choice of the characters in a first-person narrative, the student accurately selects the character who was the narrator.  <i>Ex.</i> Asked, "Is one of the characters telling the story?" student answers, "no" in a third-person narrative.</p> <p><b>Level II Students will:</b>  <b>EERL.4.6.</b> Identify the narrator in first-person narratives.  <i>Ex.</i> Given a book with a single character who narrates the entire text, identify that character from an array of choices.  <i>Ex.</i> After shared readings of a familiar text told by a single character in first person, identify the character who is telling the story.</p> <p><b>Level I Students will:</b>  <b>EERL.4.6.</b> Identify the narrator in a familiar text with a single character who narrates the entire text.  <i>Ex.</i> After repeated shared readings of a familiar text about a single character, identify an illustration of the character from the text.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RL.4.7.</b> Make connections between the text</p>		<p><b>Level IV Students will:</b></p>

<p>of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p><b>EERL.4.7.</b> Make connections between text and visual or oral presentations.</p>	<p><b>EERL.4.7.</b> Identify similarities and differences between different representations of a story.  <i>Ex.</i> Shown a video of a story that they have read, use a multiple message voice output device to identify both similarities and differences in the two representations.</p> <p><b>Level III Students will:</b>  <b>EERL.4.7.</b> Make connections between text and visual or oral presentations.  <i>Ex.</i> Shown a video of a story that has been read to them, indicate that the two are the same story.</p> <p><b>Level II Students will:</b>  <b>EERL.4.7.</b> Identify the any detail text-based version of the story that matches the visual or oral presentation.  <i>Ex.</i> After watching a video-based presentation of a familiar story, select the matching text from an array of choices.</p> <p><b>Level I Students will:</b>  <b>EERL.4.7.</b> Communicate a preference for the text-based visual or oral presentation of a story.  <i>Ex.</i> After watching a play based on a familiar book, indicate preference for the book or the play version.</p>
<p><b>RL.4.8.</b> (Not applicable to literature)</p>	<p><b>EERL.4.8.</b> (Not applicable to literature)</p>	<p><b>EERL.4.8.</b> (Not applicable to literature)</p>
<p><b>RL.4.9.</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p><b>EERL.4.9.</b> Compare and contrast two stories, myths, or texts from different cultures.</p>	<p><b>Level IV Students will:</b>  <b>EERL.4.9.</b> Compare and contrast two stories, myths, or texts from different cultures</p> <p><b>Level III Students will:</b>  <b>EERL.4.9.</b> Compare and contrast two stories, myths, or texts from different cultures that address the same topic.  <i>Ex.</i> Create a Venn diagram and include specific examples of the ways that two texts on the same topic are the same and give a specific example of each to compare the two stories.  <i>Ex.</i> Given a Venn diagram showing ways that two texts are the same and different, give a specific example of each to compare and contrast the two stories.</p> <p><b>Level II Students will:</b>  <b>EERL.4.9.</b> Identify a similar event in two stories.  <i>Ex.</i> Tell one thing that happened in both stories.</p> <p><b>Level I Students will:</b>  <b>EERL.4.9.</b> Identify a story event.  <i>Ex.</i> Asked, “Did that happen in the story?” respond “yes” or “no.”</p>
<p><b>Range of Reading and Level of Text Complexity.</b></p> <p><b>RL.4.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>EERL.4.10.</b></p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>Reading (Informational Text).</b></p>		
<p><b>Key Ideas and Details.</b></p>		

<p><b>RI.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>EERI.4.1.</b> Use details from the text to retell what the text says.</p>	<p><b>Level IV Students will:</b>  <b>EERI.4.1.</b> Refer to details in retelling what the text says without looking back at the text.  <i>Ex.</i> After reading or listening to a text, retell the information referring to details in the text without looking back at the text or other supports.</p> <p><b>Level III Students will:</b>  <b>EERI.4.1.</b> Use details from the text to retell what the text says.  <i>Ex.</i> Answer a question about information from the text by pointing out a detail related to the information requested.</p> <p><b>Level II Students will:</b>  <b>EERI.4.1.</b> Retell a portion of the text.  <i>Ex.</i> After repeated reading or listening to a text, recount the end of the text.</p> <p><b>Level I Students will:</b>  <b>EERI.4.1.</b> Select/point to details presented in text.  <i>Ex.</i> Point to words or details from text.</p>
<p><b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>EERI.4.2.</b> Determine a main idea of a text and summarize the text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.4.2.</b> Determine a main idea of a text and summarize the text.</p> <p><b>Level III Students will:</b>  <b>EERI.4.2.</b> When given a text, generate a representation of the main idea the text.  <i>Ex.</i> After reading or listening to a selection, create a product (poster, diorama, etc.) that communicates the central idea.</p> <p><b>Level II Students will:</b>  <b>EERI.4.2.</b> Recognize the main idea of the text.</p> <p><b>Level I Students will:</b>  <b>EERI.4.2.</b> Recognize information related to the text.  <i>Ex.</i> Given two pictures, pick the one that is related to the text.  <i>Ex.</i> Shown two pictures, one of which depicts information from the text and one that does not, indicate the one that does.</p>
<p><b>RI.4.3.</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><b>EERI.4.3.</b> Use details from text to explain what happened and why.</p>	<p><b>Level IV Students will:</b>  <b>EERI.4.3.</b> Use details from a text to explain what happened and why.</p> <p><b>Level III Students will:</b>  <b>EERI.4.3.</b> Use details from text to describe what happened.  <i>Ex.</i> Sequence sentence strips in sequence to show what happened in a text.</p> <p><b>Level II Students will:</b>  <b>EERI.4.3.</b> Given part of a text, describe the next step.  <i>Ex.</i> Given the first step from a text, tell what happened next.  <i>Ex.</i> Told one thing that happened in a text, point to what happened next from two choices.</p> <p><b>Level I Students will:</b>  <b>EERI.4.3.</b> Identify the first event from the text.  <i>Ex.</i> Point to a step in text or a series of pictures.</p>
<p><b>Craft and Structure.</b></p>		

<p><b>RI.4.4.</b> Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<p><b>EERI.4.4.</b> Determine meaning of words in context.</p>	<p><b>Level IV Students will:</b>  <b>EERI.4.4.</b> Use context to determine a missing word from a sentence.  <i>Ex.</i> Given two or more sentences with one word missing, use context to identify the missing word from an array of choices.</p> <p><b>Level III Students will:</b>  <b>EERI.4.4.</b> Determine meaning of words in context.  <i>Ex.</i> Given a sentence from a shared reading of a social studies text containing a word with an unknown meaning, select from choices the meaning of the unknown word.</p> <p><b>Level II Students will:</b>  <b>EERI.4.4.</b> Identify two or more words that are related to one another.  <i>Ex.</i> Given a word from the text, identify two or more related words from a list provided by the teacher.</p> <p><b>Level I Students will:</b>  <b>EERI.4.4.</b> Given a word, touch or look at a picture, object, or other representation that represents the word.  <i>Ex.</i> Touch a picture that represents a given word when given a choice of two (one related and one unrelated).</p>
<p><b>RI.4.5.</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p><b>EERI.4.5.</b> Identify a structure of the text. (e.g., chronology, comparison, cause/effect, and problem/solution)</p>	<p><b>Level IV Students will:</b>  <b>EERI.4.5.</b> Identify multiple structures of the text.</p> <p><b>Level III Students will:</b>  <b>EERI.4.5.</b> Identify the chronological structure of a text (first, then, next).  <i>Ex.</i> Given sentence strips from a science text, place events or changes in chronological order (e.g., water, cold, ice).</p> <p><b>Level II Students will:</b>  <b>EERI.4.5.</b> Given the chronology of the text, complete the missing parts.  <i>Ex.</i> Insert missing elements that are provided into an incomplete chart to complete the chronology (e.g., direction chart for routine activity).  <i>Ex.</i> Given the first step from a text, tell what happened next.  <i>Ex.</i> Reminded of one thing that happened in a text, point to what happened next from two choices.</p> <p><b>Level I Students will:</b>  <b>EERI.4.5.</b> Given a chronological step from the text, identify what happens next.  <i>Ex.</i> Touch the icons that show the order of what happens.  <i>Ex.</i> Eye gaze at the informational text to identify <i>the end</i> of the story.</p>
<p><b>RI.4.6.</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p><b>EERI.4.6.</b> Compare and contrast first-hand and second-hand account of an event.</p>	<p><b>Level IV Students will:</b>  <b>EERI.4.6.</b> Compare how a first-hand account is different from a second-hand account.  <i>Ex.</i> Given two versions of an event, one firsthand "I" account and one second hand "he" account, identify differences.</p> <p><b>Level III Students will:</b>  <b>EERI.4.6.</b> Identify a first-hand account of an event.  <i>Ex.</i> Identify an account in which the speaker uses "I" in reference to the events as a first-hand account.  <i>Ex.</i> Choose between a class-created text and a commercially available text.</p> <p><b>Level II Students will:</b>  <b>EERI.4.6.</b> Recognize a first-hand account of something the students have read.</p> <p><b>Level I Students will:</b></p>

		<p><b>EERI.4.6.</b> Respond to a personal account of an event or topic.  <i>Ex.</i> Demonstrate attention to a personal account of an event shared by the teacher or another student.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RI.4.7.</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p><b>EERI.4.7.</b> Interpret and explain information presented visually and orally.</p>	<p><b>Level IV Students will:</b>  <b>EERI.4.7.</b> Interpret and explain information presented visually, orally, or quantitatively.  <i>Ex.</i> Answer questions about a chart.  <i>Ex.</i> Answer questions about a presentation.  <i>Ex.</i> Tell how an illustration in text adds information.</p> <p><b>Level III Students will:</b>  <b>EERI.4.7.</b> Interpret information presented in two formats (visually and orally)  <i>Ex.</i> Answer questions about a video.  <i>Ex.</i> Answer questions about a simple timeline about what happened last.</p> <p><b>Level II Students will:</b>  <b>EERI.4.7.</b> Identify information presented in a singular format (visually or orally)  <i>Ex.</i> Select a word from choices to describe an illustration in the text.</p> <p><b>Level I Students will:</b>  <b>EERI.4.7.</b> Identify information presented in student’s preferred modality.  <i>Ex.</i> Touch or look at a picture, object, or other representation to gain information.</p>
<p><b>RI.4.8.</b> Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><b>EERI.4.8.</b> Explain the author’s point of view referring back to text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.4.8.</b> Recognize and explain how the author uses reasons to support points in a text.  <i>Ex.</i> Match a reason the author gives for a point in the text.  <i>Ex.</i> Choose from options a reason the author gives to support a point in the text.</p> <p><b>Level III Students will:</b>  <b>EERI.4.8.</b> Identify the author’s point.  <i>Ex.</i> Restate a point the author makes in the text.  <i>Ex.</i> Choose from options a point the author makes in the text.</p> <p><b>Level II Students will:</b>  <b>EERI.4.8.</b> With prompts and support, select the author’s point of view from given choice.</p> <p><b>Level I Students will:</b>  <b>EERI.4.8.</b> With prompts and support, identify from choices a point the author makes.  <i>Ex.</i> Given the title and several key details from a story about science, identify a point the author makes.</p>
<p><b>RI.4.9.</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>EERI.4.9.</b> Identify similarities of two resources on the same topic.</p>	<p><b>Level IV Students will:</b>  <b>EERI.4.9.</b> Describe the similarities of two resources on the same topic.  <i>Ex.</i> Describe two facts that were the same in a video and a text on the same topic.  <i>Ex.</i> State two facts that were the same in two texts on a historical event.</p> <p><b>Level III Students will:</b>  <b>EERI.4.9.</b> Identify similarities of two resources on the same topic.  <i>Ex.</i> Identify what is the same in a picture book and a list of directions on pet care.</p>

		<p><b>Level II Students will:</b>  <b>EERI.4.9.</b> Identify two resources on the same topic.  <i>Ex.</i> Identify two books to learn about dinosaurs when given four choices.</p> <p><b>Level I Students will:</b>  <b>EERI.4.9.</b> Identify one resource on a favorite topic.  <i>Ex.</i> Select from two resources on a topic of interest (e.g., “Which book would you like, the one on puppies or kittens?”).  <i>Ex.</i> While reading aloud <i>Stone Fox</i>, select either a dog to indicate interest in the Iditarod or dog sledding.</p>
<p><b>Range of Reading and Level of Text Complexity.</b></p> <p><b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<b>EERI.4.10.</b>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<b>Reading (Foundational Skills)</b>		
<p><b>Phonics and Word Recognition.</b></p> <p><b>RF.4.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.4.3.a.</b> Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<b>EERF.4.3.a.</b> Know and apply phonics and word analysis skills in decoding words.	<p><b>Level IV Students will:</b>  <b>EERF.4.3.a.</b> Apply multiple strategies to identify unfamiliar words.  <i>Ex.</i> Given a sentence with an unfamiliar word, the student will attend to the first letter, the length of the unfamiliar word, and the context of the sentence surrounding it to identify the word.</p> <p><b>Level III Students will:</b>  <b>EERF.4.3.a.</b> Apply two strategies to identify unfamiliar words.  <i>Ex.</i> When reading a new book, the student will identify an unfamiliar word using the first letter (and its sound) plus context.</p> <p><b>Level II Students will:</b>  <b>EERF.4.3.a.</b> Identify the sound of the initial letter in familiar words.  <i>Ex.</i> Asked what the first sound in <i>mat</i> is, respond with the /m/ sound.</p> <p><b>Level I Students will:</b>  <b>EERF.4.3.a.</b> Identify a missing phoneme from a word presented orally and visually.</p>
<p><b>Fluency.</b></p> <p><b>RF.4.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RF.4.4.a.</b> Read grade-level text with purpose and understanding.</p> <p><b>RF.4.4.b.</b> Read grade-level prose and poetry orally with accuracy, appropriate</p>	<b>EERF.4.4.a.-c.</b> Read text with accuracy and understanding.	<p><b>Level IV Students will:</b>  <b>EERF.4.4.a.-c.</b> Read text with accuracy and understanding.</p> <p><b>Level III Students will:</b>  <b>EERF.4.4.a.-c.</b> Read text with accuracy.</p> <p><b>Level II Students will:</b>  <b>EERF.4.4.a.-c.</b> Identify text words when read to them.</p>

<p>rate, and expression on successive readings.</p> <p><b>RF.4.4.c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Decode multi-syllable words.</p>		<p><b>Level I Students will:</b>  <b>EERF.4.4.a.-c.</b> With guidance and support, identify words or pictures.</p>
<p><b>Writing</b></p>		
<p><b>Text Types and Purposes.</b></p> <p><b>W.4.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.4.1.a.</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p>	<p><b>EEW.4.1.</b> Write an opinion about a topic or text and reasons to support the opinion.</p> <p><b>EEW.4.1.a.</b> Select a topic or text and write an opinion about it.</p>	<p><b>Level IV Students will:</b>  <b>EEW.4.1.a.</b> Recall a topic or text and write an opinion about it.</p> <p><b>Level III Students will:</b>  <b>EEW.4.1.a.</b> Select a topic or text and write an opinion about it.</p> <p><b>Level II Students will:</b>  <b>EEW.4.1.a.</b> Given a topic or text, write an opinion about it.</p> <p><b>Level I Students will:</b>  <b>EEW.4.1.a.</b> Communicate a preference for a text or topic.</p>
<p><b>W.4.1.b.</b> Provide reasons that are supported by facts and details.</p> <p><b>W.4.1.c.</b> Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p>	<p><b>EEW.4.1.b.-c.</b> List reasons to support the opinion.</p>	<p><b>Level IV Students will:</b>  <b>EEW.4.1.b.-c.</b> Write reasons to support an opinion using short phrases or sentence stems.</p> <p><b>Level III Students will:</b>  <b>EEW.4.1.b.-c.</b> List reasons to support an opinion.</p> <p><b>Level II Students will:</b>  <b>EEW.4.1.b.-c.</b> Identify a reason to support an opinion.</p> <p><b>Level I Students will:</b>  <b>EEW.4.1.b.-c.</b> Express agreement or disagreement with an opinion stated by another.</p>
<p><b>W.4.1.d.</b> Provide a concluding statement or section related to the opinion presented.</p>	<p><b>EEW.4.1.d.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards. (See EEW.4.1.b-c.).</p>
<p><b>W.4.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.4.2.a.</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p><b>EEW.4.2.</b> Write to convey ideas and information clearly.</p> <p><b>EEW.4.2.a.</b> Select a topic and related visual, tactual, or multimedia information.</p>	<p><b>Level IV Students will:</b>  <b>EEW.4.2.a.</b> Generate a topic and gather related visual, tactual, or multimedia information.</p> <p><b>Level III Students will:</b>  <b>EEW.4.2.a.</b> Select a topic and gather related visual, tactual, or multimedia information.</p> <p><b>Level II Students will:</b>  <b>EEW.4.2.a.</b> With guidance and support, select a topic and gather related visual, tactual, or multimedia information.</p> <p><b>Level I Students will:</b>  <b>EEW.4.2.a.</b> With guidance and support, select visual, tactual, or multimedia information that relates to a familiar topic.</p>

<p><b>W.4.2.b.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>W.4.2.c.</b> Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p><b>W.4.2.d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W.4.2.e.</b> Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>EEW.4.2.b.</b> List words, facts, or details related to the topic.</p> <p><b>EEW.4.2.c.</b> Link ideas with information using words and phrases.</p> <p><b>EEW.4.2.d.</b> Use precise language and vocabulary to inform /explain the topic.</p> <p><b>EEW.4.2.e.</b> Provide concluding statement or sentence.</p>	<p><b>Level IV Students will:</b> <b>EEW.4.2.b.-e.</b> Write phrases and sentences that convey facts or details related to the topic.</p> <p><b>Level III Students will:</b> <b>EEW.4.2.b.-e.</b> List words, facts, or details related to the topic.</p> <p><b>Level II Students will:</b> <b>EEW.4.2.b.-e.</b> Select words, facts, or details related to the topic.</p> <p><b>Level I Students will:</b> <b>EEW.4.2.b.-e.</b> With guidance and support, the student identifies symbols that relate to the topic.</p>
<p><b>W.4.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.4.3.a.</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p><b>EEW.4.3.</b> Select an event (real or imagined) and write about it.</p> <p><b>EEW.4.3.a.</b> Write about two or more events in sequence.</p>	<p><b>Level IV Students will:</b> <b>EEW.4.3.a.</b> Select an event (real or imagined) and write about it including three events in sequence.</p> <p><b>Level III Students will:</b> <b>EEW.4.3.a.</b> Write about two events (real or imagined).</p> <p><b>Level II Students will:</b> <b>EEW.4.3.a.</b> Give two details about an event (real or imagined).</p> <p><b>Level I Students will:</b> <b>EEW.4.3.a.</b> With guidance and support, communicate about an event or personal experience.</p>
<p><b>W.4.3.b.</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p><b>EEW.4.3.b.</b> List words that describe an event or use dialogue in narrative writing.</p>	<p><b>Level IV Students will:</b> <b>EEW.4.3.b.</b> Use three formats (dialogue, thoughts, and feelings) to develop events in a narrative writing piece.</p> <p><b>Level III Students will:</b> <b>EEW.4.3.b.</b> Use two formats (dialogue, thoughts, and feelings) to develop events in a narrative writing piece.</p> <p><b>Level II Students will:</b> <b>EEW.4.3.b.</b> Use one format (dialogue, thoughts, feelings) to develop events in a narrative writing piece. <i>Ex.</i> Student will fill in speech bubbles on given comic illustration to tell a story.</p> <p><b>Level I Students will:</b> <b>EEW.4.3.b.</b> Choose a word to describe an event or experience. <i>Ex.</i> Student will select words and phrases from choices provided to place within speech bubbles on given comic illustration to tell/complete a story.</p>
<p><b>W.4.3.c.</b> Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p><b>EEW.4.3.c.-e.</b> Use transitional and sensory detailed words and phrases to signal event order and/or concluding phrase or statement.</p>	<p><b>Level IV Students will:</b> <b>EEW.4.3.c.-e.</b> Use multiple transitional and sensory detailed words and phrases to signal event order and write a concluding sentence for a narrative writing piece.</p> <p><b>Level III Students will:</b> <b>EEW.4.3.c.-e.</b> Use one transitional and sensory detailed word or phrase to signal event order and write a concluding sentence or phrase for a narrative writing piece.</p>

<p><b>W.4.3.d.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>W.4.3.e.</b> Provide a conclusion that follows from the narrated experiences.</p>		<p><b>Level II Students will:</b>  <b>EEW.4.3.c.-e.</b> With guidance and support, choose from two to three transitional/sensory words and/or phrases to signal event order and write a concluding sentence for a narrative writing piece.</p> <p><b>Level I Students will:</b>  <b>EEW.4.3.c.-e.</b> Select/point to transitional/sensory words and/or phrases to signal event order.</p>
<p><b>Production and Distribution of Writing.</b></p> <p><b>W.4.4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>EEW.4.4.</b> Produce writing that expresses more than one idea with a logical organization.</p>	<p><b>Level IV Students will:</b>  <b>EEW.4.4.</b> Produce writing that expresses multiple ideas with a logical organization.  <i>Ex.</i> Write about a personal experience and include multiple events in sequential order.</p> <p><b>Level III Students will:</b>  <b>EEW.4.4.</b> Produce writing that expresses more than one idea with a logical organization.  <i>Ex.</i> Write about a science topic including a topic sentence and then, following group brainstorming, add two details about the topic.</p> <p><b>Level II Students will:</b>  <b>EEW.4.4.</b> With guidance and support, produce writing that expresses one idea with logical organization.</p> <p><b>Level I Students will:</b>  <b>EEW.4.4.</b> With guidance and support, recognize a first-then sequence.  <i>Ex.</i> While working on putting together a visual schedule for the day, the teacher shows the student a symbol for an activity and says, “First, we have reading. Then, what do we do?” she holds up two symbols and the student selects the next activity, and the teacher writes each on a personal schedule (e.g., “First, reading. Then, math.”).  <i>Ex.</i> When coming into the classroom first thing in the morning, an adult asks, “What do you do first?” After the student answers or completes the first task, the adult says, “Then what?” and the student responds or completes the next step, and in morning circle, the teacher helps the student recall these activities and complete a simple text (e.g., “First, John hung up his coat. Then, he chose hot lunch”).</p>
<p><b>W.4.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><b>EEW.4.5.</b> With guidance and support plan by brainstorming and revise own writing by adding more information.</p>	<p><b>Level IV Students will:</b>  <b>EEW.4.5.</b> With materials and peer supports, plan by brainstorming and revise own writing.  <i>Ex.</i> Use a simple checklist, 1. Brainstorm, 2. Write e-mail, 3. Read, 4. Add one related question, 5. Spell-check.</p> <p><b>Level III Students will:</b>  <b>EEW.4.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing.  <i>Ex.</i> After sharing own writing with an adult, revise it by adding more based on the adult’s feedback.</p> <p><b>Level II Students will:</b>  <b>EEW.4.5.</b> With guidance and support from adults and peers, brainstorm words to include in own writing.  <i>Ex.</i> Working with a small group of peers, contribute meaningful words to a brainstorming session about a writing topic.</p> <p><b>Level I Students will:</b>  <b>EEW.4.5.</b> With guidance and support from peers, participate in group brainstorming of words to include in writing.  <i>Ex.</i> Having listened to a simple, repeated line text, discuss the structure, and create additional text in a small, teacher-led group (e.g., “If you give a mouse a _____, he’s going to want _____.”).</p>
<p><b>W.4.6.</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as</p>	<p><b>EEW.4.6.</b> With guidance and support from adults, use technology, including the Internet, to produce</p>	<p><b>Level IV Students will:</b>  <b>EEW.4.6.</b> With some guidance and support, use technology, including the Internet, to produce and publish one 5-sentence paragraph while interacting and collaborating with others.</p>

<p>well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>writing while interacting and collaborating with others.</p>	<p><i>Ex.</i> Use the Internet with a screen reader to locate information and then use the information to write a text to be shared with the group (e.g., Internet Workshop format).</p> <p><b>Level III Students will:</b>  <b>EEW.4.6.</b> With some guidance and support, use technology, including the Internet, to produce and publish one 3-sentence paragraph while interacting and collaborating with others.  <i>Ex.</i> With guidance and support from adults, use the Internet with a screen reader to locate information and then use the information to write a portion of a group text.</p> <p><b>Level II Students will:</b>  <b>EEW.4.6.</b> With guidance and support from adults, use technology to produce writing.  <i>Ex.</i> Working with the teacher in a small peer group, use a switch to scan through choices in an onscreen word bank and select words to produce writing to be included in the class summary of the day's activities.</p> <p><b>Level I Students will:</b>  <b>EEW.4.6.</b> With guidance and support from adults, use technology to communicate.  <i>Ex.</i> With guidance and support from an adult, use an app on a tablet device to make a comment, which the teacher adds to a group chart of possible writing topics (e.g., The student comments, "Nice day." The teacher responds, "That's a good idea. We could write about the weather I'll write <i>weather</i> on our chart.").</p>
<p><b>Research to Build and Present Knowledge.</b></p> <p><b>W.4.7.</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b>EEW.4.7.</b> Gather information about a topic from two or more sources for a research project.</p>	<p><b>Level IV Students will:</b>  <b>EEW.4.7.</b> Gather information about a topic from multiple sources for a research project.  <i>Ex.</i> Given screen reading software that reads the text on a webpage, explore two or more websites to identify relevant information and then include that information in a group research project.</p> <p><b>Level III Students will:</b>  <b>EEW.4.7.</b> Gather information about a topic from two or more sources for a research project.  <i>Ex.</i> Using two sources on lions, find out about where they live, what they eat, and how they live (e.g., in groups/families or alone) and use that information in a research project.</p> <p><b>Level II Students will:</b>  <b>EEW.4.7.</b> With guidance and support, gather information about a topic from one source for a research project.  <i>Ex.</i> Given a text displayed on an interactive whiteboard, work with a peer to identify one piece of information to include in a research project.</p> <p><b>Level I Students will:</b>  <b>EEW.4.7.</b> With guidance and support, explore one source of information for a project.</p>
<p><b>W.4.8.</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p><b>EEW.4.8.</b> Recall relevant information from print and digital sources and sort notes into provided categories.</p>	<p><b>Level IV Students will:</b>  <b>EEW.4.8.</b> Recall and record information and/or gather relevant information from print and digital sources and sort into categories.</p> <p><b>Level III Students will:</b>  <b>EEW.4.8.</b> Recall information from print and digital sources and sort into categories.</p> <p><b>Level II Students will:</b>  <b>EEW.4.8.</b> With guidance and support, recall information from print and digital sources and sort into provided categories.</p>

		<p><b>Level I Students will:</b>  <b>EEW.4.8.</b> With guidance and support from an adult, select the photo or artifact to complete the set of provided categories.</p>
<p><b>W.4.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.4.9.a.</b> Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>	<p><b>EEW.4.9.</b> Recall information from literary and informational text to support writing.</p> <p><b>EEW.4.9.a.</b> Apply <i>Essential Elements of Grade 4 Reading Standards</i> to literature (e.g., “Use details from text to describe a character in a story.”).</p>	<p><b>Level IV Students will:</b>  <b>EEW.4.9.a.</b> Apply <i>Essential Elements of Grade 4 Reading Standards</i> in depth to literature (e.g., “Use multiple details from text to describe a character in a story.”).  <i>Ex.</i> After selecting multiple details from the story to describe a character’s words and actions, write about them.</p> <p><b>Level III Students will:</b>  <b>EEW.4.9.a.</b> Apply <i>Essential Elements of Grade 4 Reading Standards</i> to literature (e.g., “Use details from text to describe a character in a story.”).  <i>Ex.</i> After selecting correct details from the story to describe a character, write about them.</p> <p><b>Level II Students will:</b>  <b>EEW.4.9.a.</b> With guidance and support, apply <i>Essential Elements of Grade 4 Reading Standards</i> to literature.  <i>Ex.</i> Use one detail from text to describe a character in a story.</p> <p><b>Level I Students will:</b>  <b>EEW.4.9.a.</b> With guidance and support, participate in writing tasks that follow shared reading of literary text.  <i>Ex.</i> After participating in shared reading of a book, use a single message voice output device to contribute an idea to a shared writing project.</p>
<p><b>W.4.9.b.</b> Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p><b>EEW.4.9.b.</b> Apply <i>Essential Elements of Grade 4 Reading Standards</i> to informational text (e.g., “Use details from the text to recount what the text says.”).</p>	<p><b>Level IV Students will:</b>  <b>EEW.4.9.b.</b> Apply <i>Essential Elements of Grade 4 Reading Standards</i> in depth to informational text (e.g., “Use multiple details from the text to recount what the text says.”).  <i>Ex.</i> After selecting multiple details from the story to recount the text, write a summary.</p> <p><b>Level III Students will:</b>  <b>EEW.4.9.b.</b> Apply <i>Essential Elements of Grade 4 Reading Standards</i> to informational text (e.g., “Use details from the text to recount what the text says.”).  <i>Ex.</i> Having read a text to identify details to recount the text, write a recount.</p> <p><b>Level II Students will:</b>  <b>EEW.4.9.b.</b> With guidance and support, apply <i>Essential Elements of Grade 4 Reading Standards</i> to informational text (e.g., “Use one detail from the text to recount what the text says.”).  <i>Ex.</i> With guidance and support to identify and type one detail in a text, use the typed information to create a written recount of the text.</p> <p><b>Level I Students will:</b>  <b>EEW.4.9.b.</b> With guidance and support participates in writing tasks that follow shared reading of informational text.</p>
<p><b>Range of Writing.</b></p> <p><b>W.4.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>EEW.4.10.</b> Write routinely for a variety of tasks, purposes, and audiences.</p>	<p><b>Level IV Students will:</b>  <b>EEW.4.10.</b> Write routinely with elaboration for a variety of tasks, purposes, and audiences.</p> <p><b>Level III Students will:</b>  <b>EEW.4.10.</b> Write routinely for a variety of tasks, purposes, and audiences.  <i>Ex.</i> Write a note to include in the home-school notebook.</p> <p><b>Level II Students will:</b></p>

		<p><b>EEW.4.10.</b> With guidance and support, write routinely for a variety of tasks, purposes, and audiences, provided a graphic organizer. <i>Ex.</i> Student fills out a form.</p> <p><b>Level I Students will:</b> <b>EEW.4.10.</b> With guidance and support, communicate routinely for a variety of purposes and audiences. <i>Ex.</i> Use a multiple message voice output device as the teacher writes the message and rereads it aloud as the student observes and listens.</p>
<p><b>Speaking and Listening</b></p>		
<p><b>Comprehension and Collaboration.</b></p> <p><b>SL.4.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.4.1.a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p><b>EESL.4.1.a.</b> Participate in communicative exchanges to communicate directly with peers in multi-turn exchanges.</p> <p><b>EESL.4.1.a.</b> Contribute ideas from prior knowledge and experience during discussions about text.</p>	<p><b>Level IV Students will:</b> <b>EESL.4.1.a.</b> Initiate conversations about text drawing upon prior knowledge and experience. <i>Ex.</i> Before rereading a familiar poem with a small group, initiate comment on the poem (e.g., The student says, "I like poem. Think about grandma.").</p> <p><b>Level III Students will:</b> <b>EESL.4.1.a.</b> Contribute ideas from prior knowledge and experience during discussions about text. <i>Ex.</i> Recall an idea about the sun from a trip to the planetarium that would add to the discussion about our solar system.</p> <p><b>Level II Students will:</b> <b>EESL.4.1.a.</b> With guidance and support, contribute an idea in discussions from prior experience. <i>Ex.</i> With guidance and support such as, "Today, we are going to talk about healthy foods. Fruit is a healthy food. What fruit did you put on your lunch chart yesterday?" the student says, "apple" in a conversation about healthy food.</p> <p><b>Level I Students will:</b> <b>EESL.4.1.a.</b> With guidance and support, contribute an idea in a teacher-led discussion. <i>Ex.</i> With guidance and support such as, "Today, we are going to talk about healthy foods. Fruit is a healthy food. What healthy food do you eat?" the student selects a fruit from an array of choices of fruit.</p>
<p><b>SL.4.1.b.</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>EESL.4.1.b.</b> Take turns in discussions with others.</p>	<p><b>Level IV Students will:</b> <b>EESL.4.1.b.</b> Take turns in a range of collaborative discussions with others (e.g., one-on-one, large and small groups and teacher-led). <i>Ex.</i> Attend to the teacher in a one-on-one interaction until the teacher is finished; then, add own comments signaling when finished by making eye contact; and then, waiting again for teacher to finish.</p> <p><b>Level III Students will:</b> <b>EESL.4.1.b.</b> Take turns in discussions with others. <i>Ex.</i> Wait for a peer to finish speaking before adding own comments through two cycles of turns.</p> <p><b>Level II Students will:</b> <b>EESL.4.1.b.</b> With guidance and support, take turns in structured discussions with others. <i>Ex.</i> When the teacher is the partner and deliberately reminds students, "Wait until I am finished," wait to add comments until after the teacher is finished.</p> <p><b>Level I Students will:</b> <b>EESL.4.1.b.</b> Participate in discussions. <i>Ex.</i> Respond to peers' communications to them by looking in the direction of the speaker and nodding.</p>

<p><b>SL.4.1.c.</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p><b>EESL.4.1.c.</b> Ask and answer questions about information presented by others.</p>	<p><b>Level IV Students will:</b>  <b>EESL.4.1.c.</b> Ask and answer questions about information presented by others to clarify points in the discussion.</p> <p><b>Level III Students will:</b>  <b>EESL.4.1.c.</b> Ask and answer questions about information presented by others.</p> <p><b>Level II Students will:</b>  <b>EESL.4.1.c.</b> Ask and answer questions about the topic.</p> <p><b>Level I Students will:</b>  <b>EESL.4.1.c.</b> With guidance and support, answer questions about the topic.</p>
<p><b>SL.4.1.d.</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><b>EESL.4.1.d.</b> Identify the key ideas of the discussion and /or explain own ideas.</p>	<p><b>Level IV Students will:</b>  <b>EESL.4.1.d.</b> Identify and respond to the key ideas of the discussion and explain own ideas.  <i>Ex.</i> Respond to questions to identify key ideas in a discussion (e.g., When a peer stops talking, the teacher asks, “What was she telling us about?” The student responds, “Farmer’s market. Big tomato.” Then, the teacher asks, “What do you think?” The student responds, “Is it real?”).</p> <p><b>Level III Students will:</b>  <b>EESL.4.1.d.</b> Identify the key ideas of the discussion.</p> <p><b>Level II Students will:</b>  <b>EESL.4.1.d.</b> Identify one idea presented in the discussion.</p> <p><b>Level I Students will:</b>  <b>EESL.4.1.d.</b> With guidance and support, identify the topic of the discussion.</p>
<p><b>SL.4.2.</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>EESL.4.2.</b> Identify and/or restate the main idea of a text presented through diverse media.</p>	<p><b>Level IV Students will:</b>  <b>EESL.4.2.</b> Identify and restate the main idea and supporting details of a text presented through diverse media.</p> <p><b>Level III Students will:</b>  <b>EESL.4.2.</b> Identify the main idea of a text presented through diverse media.</p> <p><b>Level II Students will:</b>  <b>EESL.4.2.</b> Identify details from a text presented through diverse media.</p> <p><b>Level I Students will:</b>  <b>EESL.4.2.</b> With guidance and support, identify one detail from a text presented through diverse media.</p>
<p><b>SL.4.3.</b> Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b>EESL.4.3.</b> Identify a point that the speaker makes and a reason supporting it.</p>	<p><b>Level IV Students will:</b>  <b>EESL.4.3.</b> Identify a point that the speaker made and give a reason supporting it.</p> <p><b>Level III Students will:</b>  <b>EESL.4.3.</b> Identify a point that the speaker makes.</p> <p><b>Level II Students will:</b>  <b>EESL.4.3.</b> With guidance and support, repeat one point a speaker makes.</p> <p><b>Level I Students will:</b>  <b>EESL.4.3.</b> Match one point presented by the speaker.</p>

		<i>Ex. Point to speaker when asked, "Who is speaking?"</i>
<p><b>Presentation of Knowledge and Ideas.</b></p> <p><b>SL.4.4.</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>EESL.4.4.</b> Tell a story or recount an experience with supporting details.</p>	<p><b>Level IV Students will:</b> <b>EESL.4.4.</b> Tell a story or recount an experience with descriptive supporting details.</p> <p><b>Level III Students will:</b> <b>EESL.4.4.</b> Tell a story with supporting details.</p> <p><b>Level II Students will:</b> <b>EESL.4.4.</b> Retell a story including one detail</p> <p><b>Level I Students will:</b> <b>EESL.4.4.</b> Select a picture, object, or other artifact about a story to share with peers.</p>
<p><b>SL.4.5.</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>EESL.4.5.</b> Add audio recordings or visuals to a presentation about a topic.</p>	<p><b>Level IV Students will:</b> <b>EESL.4.5.</b> Add audio recordings or visuals to a presentation about a topic.</p> <p><b>Level III Students will:</b> <b>EESL.4.5.</b> Create a simple presentation about a curriculum-based topic.</p> <p><b>Level II Students will:</b> <b>EESL.4.5.</b> Select pictures, objects, or artifacts or label pictures, objects, or artifacts to contribute to a simple presentation about a topic.</p> <p><b>Level I Students will:</b> <b>EESL.4.5.</b> With guidance and support select a picture, object, or artifact from an array of options to add to a class-created presentation about a topic.</p>
<p><b>SL.4.6.</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p><b>EESL.4.6.</b> Differentiate between communication partners and contexts that call for formal and informal communication.</p>	<p><b>Level IV Students will:</b> <b>EESL.4.6.</b> Use formal and informal language as appropriate.</p> <p><b>Level III Students will:</b> <b>EESL.4.6.</b> Differentiate between communication partners and contexts that call for formal and informal communication.</p> <p><b>Level II Students will:</b> <b>EESL.4.6.</b> Restate an informal language phrase to clarify using more formal language. <i>Ex. Restate a greeting using more formal language when asked (e.g., When asked to greet a new person, the student says, "Hi." When the teacher says, "How else could you say that?" the student says, "Morning.")</i></p> <p><b>Level I Students will:</b> <b>EESL.4.6.</b> Communicate informally with others.</p>
<b>Language</b>		
<p><b>Conventions of Standard English.</b></p> <p><b>L.4.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>EEL.4.1.</b> Demonstrate standard English grammar and usage when communicating.</p>	<p><b>Level IV Students will:</b> <b>EEL.4.1.</b> Demonstrate standard English grammar and usage when communicating.</p> <p><b>Level IV Students will:</b></p>

<p><b>L.4.1.a.</b> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p>	<p><b>EEL.4.1.a.</b> Use possessive pronouns.</p>	<p><b>EEL.4.1.a.</b> Communicate using standard English with appropriate pronouns.  <i>Ex. Use correct form of possessive pronouns in context.</i>  <i>Ex. Use possessive pronouns (e.g., mine, my, your, his, her, our, their).</i></p> <p><b>Level III Students will:</b>  <b>EEL.4.1.a.</b> Use possessive pronouns.  <i>Ex. Respond to questions about who owns an item with a possessive pronoun.</i>  <i>Ex. Select a possessive pronoun to complete a sentence (e.g., “The doll is ____” responds “ours” or “mine.”).</i></p> <p><b>Level II Students will:</b>  <b>EEL.4.1.a.</b> Locate a picture or object representation related to possessive pronouns.  <i>Ex. Select a picture of a truck when asked, “What is your favorite toy?”</i>  <i>Ex. Select another child’s toy from two choices (one of which is their own toy), when asked, “Which one is his toy?”</i></p> <p><b>Level I Students will:</b>  <b>EEL.4.1.a.</b> Indicate possession.  <i>Ex. Reach for or indicate their own toy when given two choices.</i>  <i>Ex. Hand other children their toys upon request (e.g., “Please give Darren his toy truck.”).</i></p>
<p><b>L.4.1.b.</b> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p>	<p><b>EEL.4.1.b.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.4.1.c.</b> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p>	<p><b>EEL.4.1.c.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.4.1.d.</b> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p>	<p><b>EEL.4.1.d.</b> Use comparative and superlative adjectives to describe people or objects.</p>	<p><b>Level IV Students will:</b>  <b>EEL.4.1.d.</b> Use comparative and superlative adjectives to compare two or more objects or people.  <i>Ex. Organize three objects based on size and label them as small, smaller, smallest.</i>  <i>Ex. Identify the tallest and shortest person in the classroom.</i></p> <p><b>Level III Students will:</b>  <b>EEL.4.1.d.</b> Use comparative and superlative adjectives to describe people or objects.  <i>Ex. Use a superlative to describe a choice of objects (e.g., “Can I have the biggest one?”).</i>  <i>Ex. Describe a snack and says, “This one is the best.”</i></p> <p><b>Level II Students will:</b>  <b>EEL.4.1.d.</b> Use adjectives to describe familiar objects.  <i>Ex. Point to the color blue to describe a backpack.</i>  <i>Ex. Says “big” to describe the ball in physical therapy.</i></p>
<p><b>L.4.1.e.</b> Form and use prepositional phrases.</p>	<p><b>EEL.4.1.e.</b> Use common prepositions (e.g., <i>to, from, in, out, on, off, by, with</i>) in phrases and sentences.</p>	<p><b>Level IV Students will:</b>  <b>EEL.4.1.e.</b> Use common prepositions (e.g., <i>to, from, in, out, on, off, by, with</i>) in phrases and sentences.  <i>Ex. Describe the position of an item in an activity using a preposition in a statement that includes item + preposition + location.</i>  <i>Ex. Direct someone to put the put something in his backpack saying, “Put it in my bag.”</i></p> <p><b>Level III Students will:</b>  <b>EEL.4.1.e.</b> Use common prepositions (e.g., <i>to, from, in, out, on, off, by, with</i>).  <i>Ex. When asked to describe the position of an item, accurately state that it is “in”.</i></p>

		<p>Ex. When asked to clarify if the card is from a friend or to a friend, respond with the appropriate preposition.</p> <p><b>Level II Students will:</b>  <b>EEL.4.1.e.</b> Demonstrate understanding of common prepositions.  Ex. Turns “off” the light when asked.  Ex. Puts the cup “by” the sink.</p> <p><b>Level I Students will:</b>  <b>EEL.4.1.e.</b> With guidance and support, follow simple directions that include prepositions.</p>
<b>L.4.1.f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons [ <i>sic</i> ].	<b>EEL.4.1.f.</b> Produce complete sentences.	
<b>L.4.1.g.</b> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).*[ <i>sic</i> ]	<b>EEL.4.1.g.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<p><b>L.4.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.2.a.</b> Use correct capitalization.</p>	<p><b>EEL.4.2.</b> Demonstrate capitalization, end punctuation, and spelling when writing.</p> <p><b>EEL.4.2.a.</b> Capitalize the first word in a sentence.</p>	<p><b>Level IV Students will:</b>  <b>EEL.4.2.a.</b> Capitalize the first word in a sentence and include ending punctuation in own writing.</p> <p><b>Level III Students will:</b>  <b>EEL.4.2.a.</b> Capitalize the first word in a sentence.</p> <p><b>Level II Students will:</b>  <b>EEL.4.2.a.</b> With guidance and support, indicate that the first word in a sentence must be capitalized.</p> <p><b>Level I Students will:</b>  <b>EEL.4.2.a.</b> With guidance and support, indicate a letter that is capitalized.</p>
<p><b>L.4.2.b.</b> Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><b>L.4.2.c.</b> Use a comma before a coordinating conjunction in a compound sentence.</p>	<b>EEL.4.2.b-c</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.4.2.d.</b> Spell grade appropriate words correctly, consulting references as needed.	<b>EEL.4.2.d.</b> Spell words phonetically or correctly, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.	<p><b>Level IV Students will:</b>  <b>EEL.4.2.d.</b> Spell most words correctly.</p> <p><b>Level III Students will:</b>  <b>EEL.4.2.d.</b> Spell words phonetically or correctly, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.  Ex. Use letter tiles to spell words phonetically.</p> <p><b>Level II Students will:</b>  <b>EEL.4.2.d.</b> Identify the consonant to represent the initial phoneme in familiar words.  Ex. Use letter tiles to indicate the beginning consonant of a familiar word.  Ex. Use letter tiles to indicate the beginning sound of a familiar word (e.g., selects either <i>c</i> or <i>k</i> as the first sound in the word, <i>cat</i>).</p> <p><b>Level I Students will:</b></p>

<p><b>Knowledge of Language.</b></p> <p><b>L.4.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.4.3.a.</b> Choose words and phrases to convey ideas precisely.*[s/c]</p>	<p><b>EEL.4.3.</b> Use language when writing or communicating.</p> <p><b>EEL.4.3.a.</b> Use language to express ideas.</p>	<p><b>EEL.4.2.d.</b> Match a letter name to the respective letter sound.</p> <p><b>Level IV Students will:</b>  <b>EEL.4.3.a.</b> Use the more specific word to communicate ideas.  <i>Ex.</i> Use specific words in place of general words to communicate (e.g., <i>excited</i> versus <i>happy</i>).</p> <p><b>Level III Students will:</b>  <b>EEL.4.3.a.</b> Use language to express ideas.</p> <p><b>Level II Students will:</b>  <b>EEL.4.3.a.</b> Use words, pictures, or symbols to communicate ideas.</p> <p><b>Level I Students will:</b>  <b>EEL.4.3.a.</b> Match word, pictures or symbols to an idea.</p>
<p><b>L.4.3.b.</b> Choose punctuation for effect.</p>	<p><b>EEL.4.3.b.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.4.3.c.</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p><b>EEL.4.3.c.</b> Communicate effectively with peers and adults.</p>	<p><b>Level IV Students will:</b>  <b>EEL.4.3.c.</b> Initiate effective communications with peers and adults.</p> <p><b>Level III Students will:</b>  <b>EEL.4.3.c.</b> Communicate effectively with peers and adults.  <i>Ex.</i> Communicate reactions to statements made by others.</p> <p><b>Level II Students will:</b>  <b>EEL.4.3.c.</b> Communicate with adults.  <i>Ex.</i> Respond when addressed by an adult.</p> <p><b>Level I Students will:</b>  <b>EEL.4.3.c.</b> Use words, pictures, symbols, or sign to communicate.</p>
<p><b>Vocabulary Acquisition and Use.</b></p> <p><b>L.4.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L.4.4.a.</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p><b>EEL.4.4.</b> Demonstrate knowledge of new vocabulary drawn from reading and content areas.</p> <p><b>EEL.4.4.a.</b> Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.</p>	<p><b>Level IV Students will:</b>  <b>EEL.4.4.a.</b> Use context as a clue to provide a word that completes a sentence read aloud by an adult.</p> <p><b>Level III Students will:</b>  <b>EEL.4.4.a.</b> Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.</p> <p><b>Level II Students will:</b>  <b>EEL.4.4.a.</b> Use context as a clue to guide selection of a word (from choices) that completes a sentence read aloud by an adult.</p> <p><b>Level I Students will:</b>  <b>EEL.4.4.a.</b> Choose words to complete a sentence.</p>
<p><b>L.4.4.b.</b> Use common, grade- appropriate</p>	<p><b>EEL.4.4.b.</b> Use frequently occurring</p>	<p><b>Level IV Students will:</b></p>

<p>Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p>	<p>root words (e.g., <i>talk</i>) and the words that result when word endings are added (e.g., <i>talked</i>, <i>talking</i>, <i>talks</i>).</p>	<p><b>EEL.4.4.b.</b> Use the correct version of words, adding the ending as appropriate.</p> <p><b>Level III Students will:</b>  <b>EEL.4.4.b.</b> Use frequently occurring root words (e.g., <i>talk</i>) and the words that result when word endings are added (e.g., <i>talked</i>, <i>talking</i>, <i>talks</i>).</p> <p><b>Level II Students will:</b>  <b>EEL.4.4.b.</b> Demonstrate an understanding of the past tense form of common nouns and/or verbs.</p> <p><b>Level I Students will:</b>  <b>EEL.4.4.b.</b> With guidance and support match pictures to the plural form of common nouns.  <i>Ex.</i> Select from two plates at snack time, finding the one that has <i>crackers</i> versus one <i>cracker</i>.</p>
<p><b>L.4.4.c.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><b>EEL.4.4.c.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.4.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>EEL.4.5.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.4.5.a.</b> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<p><b>EEL.4.5.a.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.4.5.b.</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><b>EEL.4.5.b.</b> Use common idioms (e.g., <i>no way</i>, <i>not a chance</i>, <i>you bet</i>).</p>	<p><b>Level IV Students will:</b>  <b>EEL.4.5.b.</b> Explain the meaning of common idioms and use them appropriately.</p> <p><b>Level III Students will:</b>  <b>EEL.4.5.b.</b> Use common idioms in multiple contexts.  <i>Ex.</i> During a shared reading activity, reply “no way” in response to a repeated question in the text.</p> <p><b>Level II Students will:</b>  <b>EEL.4.5.b.</b> With guidance and support use common idioms.</p> <p><b>Level I Students will:</b>  <b>EEL.4.5.b.</b> With guidance and support match common idioms with illustrations.</p>
<p><b>L.4.5.c.</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><b>EEL.4.5.c.</b> Demonstrate understanding of antonyms and synonyms.</p>	<p><b>Level IV Students will:</b>  <b>EEL.4.5.c.</b> Demonstrate understanding of antonyms and synonyms.  <i>Ex.</i> Provide opposites during a shared writing activity using the repeated sentence, “The opposite of _____ is _____.”</p> <p><b>Level III Students will:</b>  <b>EEL.4.5.c.</b> Demonstrate understanding of antonyms or synonyms.  <i>Ex.</i> Match words that are opposites (e.g., hot/cold, big/little, tall/short, dirty/clean).</p> <p><b>Level II Students will:</b>  <b>EEL.4.5.c.</b> Demonstrate understanding of antonyms.  <i>Ex.</i> During snack, the teacher asks the student to show which cookie is big and which is little.  <i>Ex.</i> In a familiar story, indicate which character is big and which one is little.</p>

		<p><b>Level I Students will:</b>  <b>EEL.4.5.c.</b> Match pictures of antonyms.  <i>Ex.</i> Point to ice, when shown a picture of boiling water and ice, and asked, “This is hot. Show me cold.”  <i>Ex.</i> Choose a little ball when shown a big ball and a little ball and asked to indicate the little ball.</p>
<p><b>L.4.6.</b> Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p><b>EEL.4.6.</b> Use precise vocabulary to a particular topic.</p>	<p><b>Level IV Students will:</b>  <b>EEL.4.6.</b> Use multiple specific words and phrases.</p> <p><b>Level III Students will:</b>  <b>EEL.4.6.</b> Use multiple specific words.  <i>Ex.</i> Use “reading” or “book” symbol to describe a reading activity.  <i>Ex.</i> Use “reading” or “book” symbol to signal a desire for a reading activity.</p> <p><b>Level II Students will:</b>  <b>EEL.4.6.</b> Match precise words to the topic.  <i>Ex.</i> Match a word to informational text (e.g., activity on personal schedule).  <i>Ex.</i> Match a picture to a word from informational text (e.g., weather chart symbol for rain to rain).</p> <p><b>Level I Students will:</b>  <b>EEL.4.6.</b> Upon request, select a precise word to the topic.  <i>Ex.</i> Point to or indicate words or pictures related to the topic of discussion.</p>

## 2014 WYOMING ENGLISH LANGUAGE ARTS EXTENDED STANDARDS AND ACHIEVEMENT DESCRIPTORS FOR GRADE 5

2012 WyCPS ELA Standards	2014 Wyoming Content Extended Standards <small>EE = Essential Element</small>	Instructional Achievement Level Descriptors
<p><b>Key Ideas and Details.</b></p> <p><b>RL.5.1.</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>EERL.5.1.</b> Identify specific words in the text to answer a question about the text.</p>	<p><b>Level IV Students will:</b>  <b>EERL.5.1.</b> Select phrases from the text to support an inference.  <i>Ex.</i> When given support in making an inference from the text, select from word cards the words from text that support the inference.</p> <p><b>Level III Students will:</b>  <b>EERL.5.1.</b> Identify specific words in the text to answer a question about the text.  <i>Ex.</i> Using cards with segments of the text written on them, answer explicit questions about the book by selecting appropriate cards.</p> <p><b>Level II Students will:</b>  <b>EERL.5.1.</b> Answer a question about the text.  <i>Ex.</i> Given cards with segments of the text written that contain the relevant information, select the card that answers a question about explicit information from the text.</p> <p><b>Level I Students will:</b>  <b>EERL.5.1.</b> Match words in the text to answer a question.</p>
<p><b>RL.5.2.</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p><b>EERL.5.2.</b> Identify the central idea or theme of a story, drama or poem and/or summarize the text.</p>	<p><b>Level IV Students will:</b>  <b>EERL.5.2.</b> Identify the central idea and theme of a story, drama, or poem and summarize the text.  <i>Ex.</i> After the first or second reading of a story, drama, or poem, state the central idea or theme.</p> <p><b>Level III Students will:</b>  <b>EERL.5.2.</b> Identify the central idea or theme based on a story, drama, or poem.  <i>Ex.</i> After repeated readings of a story, drama, or poem, identify the central idea or theme from an array of choices.  <i>Ex.</i> After repeated readings of a story, drama, or poem, state the central idea or theme.  <i>Ex.</i> Reminded of two details from the text, state the central idea.</p> <p><b>Level II Students will:</b>  <b>EERL.5.2.</b> Identify the central idea of a story.</p> <p><b>Level I Students will:</b>  <b>EERL.5.2.</b> Identify a detail from a story.  <i>Ex.</i> Given two choices, one related and one unrelated, identify a detail from a familiar story.  <i>Ex.</i> Using a communication device or picture choice, point to one of two choices, one related and one unrelated, to identify a detail from a familiar story.</p>
<p><b>RL.5.3.</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p><b>EERL.5.3.</b> Compare and contrast two characters in a story.</p>	<p><b>Level IV Students will:</b>  <b>EERL.5.3.</b> Compare and contrast two characters in a story.  <i>Ex.</i> Create a Venn diagram that shows how two characters are the same and different.</p>

		<p><b>Level III Students will:</b>  <b>EERL.5.3.</b> Compare or contrast two characters in a story.</p> <p><b>Level II Students will:</b>  <b>EERL.5.3.</b> Compare two characters in a story.  <i>Ex.</i> Choose from options, a word that describes two characters in a story.</p> <p><b>Level I Students will:</b>  <b>EERL.5.3.</b> Select/choose words that describe a main character from a story.  <i>Ex.</i> Match a character with a feeling chart or pictures.</p>
<p><b>Craft and Structure.</b></p> <p><b>RL.5.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p><b>EERL.5.4.</b> After listening to or reading a text, determine the meanings of words and phrases used in text.</p>	<p><b>Level IV Students will:</b>  <b>EERL.5.4.</b> After listening to or reading a text, determine the meanings of words and phrases used in text.</p> <p><b>Level III Students will:</b>  <b>EERL.5.4.</b> After listening to or reading a text, determine the meanings of words or phrases.  <i>Ex.</i> Given a text projected on an interactive whiteboard, define words and phrases highlighted by the teacher.</p> <p><b>Level II Students will:</b>  <b>EERL.5.4.</b> After listening to or reading a text, identify the meanings of words.  <i>Ex.</i> After listening to or reading a text, identify the meaning of a word and phrase from an array of choices.</p> <p><b>Level I Students will:</b>  <b>EERL.5.4.</b> Match a representation of a word in a text in preferred mode of communication.  <i>Ex.</i> Feel the fur of a rabbit for the word smooth or soft.</p>
<p><b>RL.5.5.</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p><b>EERL.5.5.</b> Identify the beginning, middle, and end of a poem, drama, or story with a clear sequential structure.</p>	<p><b>Level IV Students will:</b>  <b>EERL.5.5.</b> Order the beginning, middle, and end of a poem, drama, or story with a clear sequential structure.  <i>Ex.</i> Using a story map, fill in the beginning, middle, and end of the story.</p> <p><b>Level III Students will:</b>  <b>EERL.5.5.</b> Identify the beginning, middle, and end of a poem, drama, or story.  <i>Ex.</i> Using sentence strips, select a sentence from the beginning, a sentence from the middle, and a sentence from the end of a poem.</p> <p><b>Level II Students will:</b>  <b>EERL.5.5.</b> Given three parts from a poem, drama, or story, arrange the parts into the correct sequence.  <i>Ex.</i> Arrange pictures that represent the beginning, middle, and end of a familiar story in the order in which they occurred in a story or drama.</p> <p><b>Level I Students will:</b>  <b>EERL.5.5.</b> Identify the beginning of a familiar story using preferred mode of communication.  <i>Ex.</i> Using picture clue/s, identify the beginning of a story.  <i>Ex.</i> Point to the beginning of a story in the text.</p>
<p><b>RL.5.6.</b> Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p><b>EERL.5.6.</b> Determine the point of view of the narrator.</p>	<p><b>Level IV Students will:</b>  <b>EERL.5.6.</b> Determine and describe the difference between the point of view of the narrator or character in the story.  <i>Ex.</i> Once the narrator has been identified as the little girl in <i>The Other Side</i>, describe how the story would be different if told by her mother.</p>

		<p><b>Level III Students will:</b>  <b>EERL.5.6.</b> Determine the point of view of the narrator or character.  <i>Ex.</i> Tell (verbally, pointing, signing) who is telling the story in <i>The Beauty and the Beast</i> (Beast, an outside narrator, Belle, or Lumiere), and determine if the narrator is a part of the story (first person) or telling us about the story (third person).</p> <p><b>Level II Students will:</b>  <b>EERL.5.6.</b> Identify the narrator in a story.</p> <p><b>Level I Students will:</b>  <b>EERL.5.6.</b> Given a representation, point to the narrator in the story.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RL.5.7.</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p><b>EERL.5.7.</b> Identify illustrations and multimedia elements that add to understanding of a text.</p>	<p><b>Level IV Students will:</b>  <b>EERL.5.7.</b> Provide an example of how an illustration enhances understanding of the text.  <i>Ex.</i> Select a picture from the text and describe what additional information was learned from it.</p> <p><b>Level III Students will:</b>  <b>EERL.5.7.</b> Identify illustrations and multimedia elements that add to understanding of a text.  <i>Ex.</i> Find the element in the illustration of Julian and the Redwood from <i>Operation Redwood</i> that shows that redwoods in Operation Redwood are huge and not easy to replace.</p> <p><b>Level II Students will:</b>  <b>EERL.5.7.</b> Identify illustrations and multimedia elements that show what is happening in the text.  <i>Ex.</i> Point to the part of the illustration in <i>The Other Side</i> where the girl looks sad when reading, "She looked sad sometimes, that girl did."</p> <p><b>Level I Students will:</b>  <b>EERL.5.7.</b> Match an illustration to the story.</p>
<p><b>RL.5.8.</b>  (Not applicable to literature)</p>	<p><b>EERL.5.8.</b>  (Not applicable to literature)</p>	<p><b>EERL.5.8.</b>  (Not applicable to literature)</p>
<p><b>RL.5.9.</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><b>EERL.5.9.</b> Compare and contrast two stories with similar topics.</p>	<p><b>Level IV Students will:</b>  <b>EERL.5.9.</b> Compare and contrast two stories with similar elements.  <i>Ex.</i> Using a Venn diagram, place story elements in the location that illustrates what is the same and what is different.</p> <p><b>Level III Students will:</b>  <b>EERL.5.9.</b> Compare two stories with similar topics.  <i>Ex.</i> Make a list of the things that are the same between the two books.</p> <p><b>Level II Students will:</b>  <b>EERL.5.9.</b> Locate two stories with a similar topic.</p> <p><b>Level I Students will:</b>  <b>EERL.5.9.</b> Given a story, locate another story with a similar topic.  <i>Ex.</i> Given a story about a pig, find another book about a farm animal (e.g., <i>Charlotte's Web</i>).</p>
<p><b>Range of Reading and Level of Text Complexity.</b></p>		

<p><b>RL.5.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p><b>EERL.5.10.</b></p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>Reading (Informational Text).</b></p>		
<p><b>Key Ideas and Details.</b></p>		
<p><b>RI.5.1.</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>EERI.5.1.</b> Select words or phrases from the text to support inferences.</p>	<p><b>Level IV Students will:</b>  <b>EERI.5.1.</b> Select exact phrase from the text to support an inference.</p> <p><b>Level III Students will:</b>  <b>EERI.5.1.</b> Identify words in the text to answer a question about the text.  <i>Ex.</i> Given a conclusion/outcome from a science experiment (e.g., plant that wilted and died), select from an array words or phrases that could explain the outcome (e.g., lack of water, loud music, smells in the classroom).</p> <p><b>Level II Students will:</b>  <b>EERI.5.1.</b> Identify details from the text to answer a question about the text.  <i>Ex.</i> Given a bus schedule, answer the question, “What time does the bus leave?”</p> <p><b>Level I Students will:</b>  <b>EERI.5.1.</b> Identify one piece of information from a text.  <i>Ex.</i> Student points to a time on a schedule or student matches a street name on a map.</p>
<p><b>RI.5.2.</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><b>EERI.5.2.</b> When given text, identify the main ideas that are supported by the key details and summarize the text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.5.2.</b> When given a text, generate the main ideas based on details of the text and summarize the text.  <i>Ex.</i> After reviewing the details of a text, state the main ideas and restate the related details.</p> <p><b>Level III Students will:</b>  <b>EERI.5.2.</b> When given text, identify the main ideas that are supported by the key details.</p> <p><b>Level II Students will:</b>  <b>EERI.5.2.</b> When given simple text identify one main idea.  <i>Ex.</i> After reading a simple passage and discussing two details from it, answer questions related to the main idea.  <i>Ex.</i> Use pictures, symbols, or objects from text to represent the main idea.  <i>Ex.</i> Point to an illustration in a science text when asked “What is the story about?”</p> <p><b>Level I Students will:</b>  <b>EERI.5.2.</b> Identify a detail from a text.  <i>Ex.</i> Select an object from a set of two objects that relate to a text read aloud.</p>
<p><b>RI.5.3.</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p><b>EERI.5.3.</b> Make connections between two individuals or events/actions in a text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.5.3.</b> Make and explain connections between two individuals, events, ideas, or concepts from the text.  <i>Ex.</i> Use a T-chart to identify the connections between historical figures (Lincoln and Washington) for events, ideas, or concepts.</p> <p><b>Level III Students will:</b>  <b>EERI.5.3.</b> Make connections between two individuals or events/actions in a text.</p>

		<p><i>Ex.</i> Determine the relationship of events in a text (e.g., “what needs to happen so that hurricanes can form?”).</p> <p><b>Level II Students will:</b>  <b>EERI.5.3.</b> Connect text to different pictures about a single event.  <i>Ex.</i> After reading a biographical passage (Abraham Lincoln), match pictures to events significant to a single event (White House, shooting, Civil War, etc.).</p> <p><b>Level I Students will:</b>  <b>EERI.5.3.</b> Match two pictures showing the “same” event.  <i>Ex.</i> Match a picture of Abraham Lincoln in the White House to a picture of Abraham Lincoln delivering a speech.</p>
<p><b>Craft and Structure.</b></p> <p><b>RI.5.4.</b> Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p><b>EERI.5.4.</b> After listening to or reading a text, determine the meanings of domain-specific words and phrases.</p>	<p><b>Level IV Students will:</b>  <b>EERI.5.4.</b> Use the domain-specific word within context.  <i>Ex.</i> Use the domain specific word in a sentence.</p> <p><b>Level III Students will:</b>  <b>EERI.5.4.</b> After listening to or reading a text, determine the meanings of domain-specific words and phrases.  <i>Ex.</i> After shared reading of a science text, match words with basic definitions from an array of choices.</p> <p><b>Level II Students will:</b>  <b>EERI.5.4.</b> Recognize pictures and related words in a text.  <i>Ex.</i> After shared reading of text, point to pictures related to words in the text.</p> <p><b>Level I Students will:</b>  <b>EERI.5.4.</b> Match a word with a picture or object.  <i>Ex.</i> Match a picture of a bird to the word “bird.”  <i>Ex.</i> Match a map to the word “map.”</p>
<p><b>RI.5.5.</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p><b>EERI.5.5.</b> Compare and contrast the overall structure of a text passage (e.g., chronology, comparison, cause/effect, or problem/ solution).</p>	<p><b>Level IV Students will:</b>  <b>EERI.5.5.</b> Compare and contrast the overall structure of a text passage (e.g., chronology, comparison, cause/effect, or problem/solution).</p> <p><b>Level III Students will:</b>  <b>EERI.5.5.</b> Compare the overall structure of a text passage (e.g., chronology, comparison, cause/effect, or problem/solution).</p> <p><b>Level II Students will:</b>  <b>EERI.5.5.</b> Identify the problem/solution of a text passage.</p> <p><b>Level I Students will:</b>  <b>EERI.5.5.</b> Identify the problem in the text.</p>
<p><b>RI.5.6.</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><b>EERI.5.6.</b> Given two pieces of information on the same event or topic, note similarities and differences.</p>	<p><b>Level IV Students will:</b>  <b>EERI.5.6.</b> Given two pieces of information with similar topics, compare and contrast them.  <i>Ex.</i> Given two accounts of what happened during a winter storm, categorize what is the same and different about the two accounts.</p> <p><b>Level III Students will:</b>  <b>EERI.5.6.</b> Given two pieces of information on the same topic, note what is similar.  <i>Ex.</i> Given two brief videos about the same event or topic, ask students what was the “same.”</p>

		<p><b>Level II Students will:</b>  <b>EERI.5.6.</b> Recognize similar aspects in two pieces of information.  <i>Ex.</i> Identify facts that are the “same” across two sources.</p> <p><b>Level I Students will:</b>  <b>EERI.5.6.</b> Identify “same” when shown words or pictures about a topic or event.  <i>Ex.</i> Given two photos that show the same event and asked “Are these the same?” indicates a positive response.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RI.5.7.</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p><b>EERI.5.7.</b> Use print or digital sources for information to answer a question.</p>	<p><b>Level IV Students will:</b>  <b>EERI.5.7.</b> Use print or digital sources to gather information and answer a question.  <i>Ex.</i> When asked “What color is the Japanese Flag?” use multiple print or digital sources to obtain answer.</p> <p><b>Level III Students will:</b>  <b>EERI.5.7.</b> Use print or digital sources to gather information  <i>Ex.</i> Use a weather chart to answer, “What is the weather today?”</p> <p><b>Level II Students will:</b>  <b>EERI.5.7.</b> Use words or pictures to answer questions.  <i>Ex.</i> Given three pictures of historical places, identify the one discussed in a recent lesson.</p> <p><b>Level I Students will:</b>  <b>EERI.5.7.</b> Use a word or picture to answer a question.  <i>Ex.</i> Uses assistive technology to answer a question about informational text.</p>
<p><b>RI.5.8.</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p><b>EERI.5.8.</b> Identify the evidence or reasons the author uses to support points in a text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.5.8.</b> Identify more than one piece of evidence that supports the author’s points in the text.</p> <p><b>Level III Students will:</b>  <b>EERI.5.8.</b> Identify one piece of evidence that supports the author’s points in the text.  <i>Ex.</i> After reading to identify the evidence an author provides (e.g., vegetables have important vitamins and minerals that your body needs to survive), restate the evidence.</p> <p><b>Level II Students will:</b>  <b>EERI.5.8.</b> Identify an author’s main points.  <i>Ex.</i> After shared reading of a historical piece, select the picture or word card that best describes the author’s main points.</p> <p><b>Level I Students will:</b>  <b>EERI.5.8.</b> With prompts and supports, match evidence that supports the author’s point.  <i>Ex.</i> Select the picture or word card that represents the point.</p>
<p><b>RI.5.9.</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>EERI.5.9.</b> Collect information from two or more texts on the same topic to share information about a subject.</p>	<p><b>Level IV Students will:</b>  <b>EERI.5.9.</b> Collect information from two or more texts on the same topic to share information about a subject.  <i>Ex.</i> Select three books on a topic (e.g., fossils, bears) and share a fact from the passages.</p> <p><b>Level III Students will:</b>  <b>EERI.5.9.</b> Given information from two texts on the same topic, share information about a subject.</p>

		<p>Ex. From three options, select two passages on a topic (e.g., from two books about bears, state one fact about bears.).</p> <p><b>Level II Students will:</b>  <b>EERI.5.9.</b> Given information from one text, share information about a subject.  Ex. After shared reading of an informational text, restate a fact from the text.</p> <p><b>Level I Students will:</b>  <b>EERI.5.9.</b> Indicate information to share from a text.  Ex. Given an informational book on bears and asked, "Where is something about bears?" point to text or illustration in the book.  Ex. Choose between two picture symbols showing a fact from an informational text.</p>
<p><b>Range of Reading and Level of Text Complexity.</b></p> <p><b>RI.5.10.</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<b>EERI.5.10.</b>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<b>Reading (Foundational Skills)</b>		
<p><b>Phonics and Word Recognition.</b></p> <p><b>RF.5.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.5.3.a.</b> Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>EERF.5.3.</b> Know and apply phonics and word analysis skills in decoding words.</p> <p><b>EERF.5.3.a.</b> Decode two-syllable words.</p>	<p><b>Level IV Students will:</b>  <b>EERF.5.3.a.</b> Decode two syllable words.  Ex. Read text comprised of frequently encountered two and three syllable words.</p> <p><b>Level III Students will:</b>  <b>EERF.5.3.a.</b> Identify the root word.  Ex. Read text comprised of single syllable words with accuracy.  Ex. Use decoding skills to match familiar words with picture-based representations of the words.</p> <p><b>Level II Students will:</b>  <b>EERF.5.3.a.</b> Identify the beginning and ending consonant sounds of words.  Ex. Asked what the first and last sound in <i>mat</i> is, respond with /m/ and /t/ sound.  Ex. Represents the initial and final sound in efforts to spell familiar words.  Ex. Given a word card, the student will indicate (point to) the letter that is at the beginning of the word and the letter at the end of the word.</p> <p><b>Level I Students will:</b>  <b>EERF.5.3.a.</b> Identify initial letter in own name.  Ex. Selects first letter of own name from an array of letters.  Ex. State first letter of own name when asked.  Ex. Given three students' names, can pick out own name based on the first letter.</p>
<b>RF.5.3.b.</b>	<b>EERF.5.3.b.</b> Read more than 20 common high-frequency words.	<p><b>Level IV Students will:</b>  <b>EERF.5.3.b.</b> Read more than 20 words.</p> <p><b>Level III Students will:</b></p>

		<p><b>EERF.5.3.b.</b> Read up to 20 common high-frequency words.</p> <p><b>Level II Students will:</b>  <b>EERF.5.3.b.</b> Read up to 10 common high-frequency words.</p> <p><b>Level I Students will:</b>  <b>EERF.5.3.b.</b> Identify a personally relevant high frequency word.  <i>Ex.</i> Student identifies their name.</p>
<p><b>Fluency.</b></p> <p><b>RF.5.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RF.5.4.a.</b> Read grade-level text with purpose and understanding.</p> <p><b>RF.5.4.b.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.</p> <p><b>RF.5.4.c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>EERF.5.4.a.-c.</b> Read text comprised of words with accuracy and understanding.</p>	<p><b>Level IV Students will:</b>  <b>EERF.5.4.a.-c.</b> Read text comprised of words with accuracy and understanding.  <i>Ex.</i> Read a short story and answer questions about it.</p> <p><b>Level III Students will:</b>  <b>EERF.5.4.a.-c.</b> Read text comprised of words with accuracy.</p> <p><b>Level II Students will:</b>  <b>EERF.5.4.a.-c.</b> Read single words.  <i>Ex.</i> Pair single words with pictures.</p> <p><b>Level I Students will:</b>  <b>EERF.5.4.a.-c.</b> Attend to reading.</p>
<b>Writing</b>		
<p><b>Text Types and Purposes.</b></p> <p><b>W.5.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.1.a.</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p>	<p><b>EEW.5.1.</b> Write an opinion about a topic or text and reasons to support the opinion.</p> <p><b>EEW.5.1.a.</b> Introduce a topic or text and state an opinion about it.</p>	<p><b>Level IV Students will:</b>  <b>EEW.5.1.a.</b> Independently introduce a topic or text and state an opinion about it.</p> <p><b>Level III Students will:</b>  <b>EEW.5.1.a.</b> Given choices of a topic or text, state an opinion about it.</p> <p><b>Level II Students will:</b>  <b>EEW.5.1.a.</b> Given a topic or text, state an opinion about it.</p> <p><b>Level I Students will:</b>  <b>EEW.5.1.a.</b> Identify an opinion about a text or topic.  <i>Ex.</i> After listening to a statement about a text, answer the question, "Did you like this book?"</p>
<p><b>W.5.1.b.</b> Provide logically ordered reasons that are supported by facts and details.</p>	<p><b>EEW.5.1.b.</b> Provide logically order reasons to support the opinion.</p>	<p><b>Level IV Students will:</b>  <b>EEW.5.1.b.</b> Logically order reasons to support the opinion.</p> <p><b>Level III Students will:</b>  <b>EEW.5.1.b.</b> Provide reasons to support the opinion.  <i>Ex.</i> After writing an opinion of a text (e.g., "not so good"), write reasons that support the opinion (e.g., "no jokes," "no boys," "not funny").  <i>Ex.</i> After writing, "school corndogs are bad," the student writes reasons <i>cold</i>, <i>no stik</i> [stick], <i>not krute</i> [crunchy].</p>

		<p><b>Level II Students will:</b>  <b>EEW.5.1.b.</b> Provide a reason to support the opinion.</p> <p><b>Level I Students will:</b>  <b>EEW.5.1.b.</b> Select from an array of reasons to support an opinion.</p>
<b>W.5.1.c.</b> Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> ).	<b>EEW.5.1.c.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>W.5.1.d.</b> Provide a concluding statement or section related to the opinion presented.	<b>EEW.5.1.d.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<p><b>W.5.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.2.a.</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p><b>EEW.5.2.</b> Write to convey ideas and information clearly.</p> <p><b>EEW.5.2.a.</b> Introduce a topic and organize illustrations or other multimedia related to it.</p>	<p><b>Level IV Students will:</b>  <b>EEW.5.2.a.</b> Independently introduce a topic and organize illustrations or other multimedia related to it.</p> <p><b>Level III Students will:</b>  <b>EEW.5.2.a.</b> Introduce a topic and organize illustrations or other multimedia related to it.</p> <p><b>Level II Students will:</b>  <b>EEW.5.2.a.</b> Introduce a topic and select illustrations or other multimedia related to it.</p> <p><b>Level I Students will:</b>  <b>EEW.5.2.a.</b> Select illustrations or other multimedia related to a familiar topic.</p>
<b>W.5.2.b.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>EEW.5.2.b.</b> Provide facts, details, or other information related to the topic.	<p><b>Level IV Students will:</b>  <b>EEW.5.2.b.</b> Logically order details to support the topic.</p> <p><b>Level III Students will:</b>  <b>EEW.5.2.b.</b> Provide facts, details, or other information related to the topic.</p> <p><b>Level II Students will:</b>  <b>EEW.5.2.b.</b> Select facts, details, or other information related to the topic.  <i>Ex.</i> Given a ready-made set-up in multimedia presentation software, select facts and details that match the self-selected illustrations on the topic and write additional notes (e.g., having selected <i>Trees are plants</i>, the student might type with word prediction software, “rocks are not plants”).</p> <p><b>Level I Students will:</b>  <b>EEW.5.2.b.</b> Identify objects, artifacts, or other information related to the topic.</p>
<b>W.5.2.c.</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).	<b>EEW.5.2.c.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>W.5.2.d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>EEW.5.2.d.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>W.5.2.e.</b> Provide a concluding statement or section related to the information or explanation presented.	<b>EEW.5.2.e.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.

<p><b>W.5.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.5.3.a.</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>W.5.3.b.</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p><b>EEW.5.3.</b> Select narrative and write about it.</p> <p><b>EEW.5.3.a.-b.</b> Introduce the experience or situation, and follow with three or more events in sequence.</p>	<p><b>Level IV Students will:</b>  <b>EEW.5.3.a.-b.</b> Introduce the experience or situation and include three or more events in sequence.</p> <p><b>Level III Students will:</b>  <b>EEW.5.3.a.-b.</b> Write the experience or situation, and include two or more events in sequence.</p> <p><b>Level II Students will:</b>  <b>EEW.5.3.a.-b.</b> Write a narrative piece and include two events in sequence.</p> <p><b>Level I Students will:</b>  <b>EEW.5.3.a.-b.</b> Participate in a shared writing.</p>
<p><b>W.5.3.c.</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p><b>EEW.5.3.c.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.5.3.d.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p><b>EEW.5.3.d.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.5.3.e.</b> Provide a conclusion that follows from the narrated experiences and events precisely.</p>	<p><b>EEW.5.3.e.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>Production and Distribution of Writing.</b></p>		
<p><b>W.5.4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>EEW.5.4.</b> Produce writing that is appropriate to task, purpose, and audience.</p>	<p><b>Level IV Students will:</b>  <b>EEW.5.4.</b> Produce writing that is appropriate to tasks, purposes, and audiences.</p> <p><b>Level III Students will:</b>  <b>EEW.5.4.</b> Produce writing that is appropriate to task, purpose, or audience.</p> <p><b>Level II Students will:</b>  <b>EEW.5.4.</b> Produce writing that is appropriate to task.</p> <p><b>Level I Students will:</b>  <b>EEW.5.4.</b> Participate in shared writing that is appropriate to task.</p>
<p><b>W.5.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>EEW.5.5.</b> With guidance and support from peers and adults, plan by brainstorming and revise own writing.</p>	<p><b>Level IV Students will:</b>  <b>EEW.5.5.</b> With guidance and support from peers and adults, plan and revise using the editing process.</p> <p><b>Level III Students will:</b>  <b>EEW.5.5.</b> With guidance and support from peers and adults, plan by brainstorming own writing.</p> <p><b>Level II Students will:</b>  <b>EEW.5.5.</b> With guidance and support from adults and peers, group writing ideas by topic.</p> <p><b>Level I Students will:</b></p>

		<p><b>EEW.5.5.</b> With guidance and support from peers and adults, edit for very basic capitalization and/or punctuation. <i>Ex.</i> Matching a capital letter or a period on a given sentence.</p>
<p><b>W.5.6.</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p><b>EEW.5.6.</b> With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.</p>	<p><b>Level IV Students will:</b> <b>EEW.5.6.</b> With minimal guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.</p> <p><b>Level III Students will:</b> <b>EEW.5.6.</b> With guidance and support from adults, use technology, including the Internet, to produce writing.</p> <p><b>Level II Students will:</b> <b>EEW.5.6.</b> With guidance and support from adults, use technology to produce writing. <i>Ex.</i> Work with an adult to scan through choices in an onscreen word bank and select words for use in labeling pictures selected to accompany writing about a topic. <i>Ex.</i> Complete slot-filler sentences created by an adult in a talking word processor program by clicking on the appropriate words in a word bank. <i>Ex.</i> Working with an adult and word prediction software, select a letter on a keyboard, scan through the choices that are produced by the word prediction software, and select a word to produce writing to contribute to a peer's text.</p> <p><b>Level I Students will:</b> <b>EEW.5.6.</b> With guidance and support from adults, use technology to communicate.</p>
<p><b>Research to Build and Present Knowledge.</b></p> <p><b>W.5.7.</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><b>EEW.5.7.</b> Conduct short research projects using two or more sources.</p>	<p><b>Level IV Students will:</b> <b>EEW.5.7.</b> Conduct short research projects using multiple sources.</p> <p><b>Level III Students will:</b> <b>EEW.5.7.</b> Conduct short research projects using two or more sources.</p> <p><b>Level II Students will:</b> <b>EEW.5.7.</b> Gather information about a topic for a research project.</p> <p><b>Level I Students will:</b> <b>EEW.5.7.</b> Participate with a group in using multiple sources to conduct a short research project.</p>
<p><b>W.5.8.</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p><b>EEW.5.8.</b> Recall information from experiences or gather relevant information from print and digital sources to include in writing.</p>	<p><b>Level IV Students will:</b> <b>EEW.5.8.</b> Recall information from experiences and gather relevant information from print and digital sources to include in writing.</p> <p><b>Level III Students will:</b> <b>EEW.5.8.</b> Recall information from experiences or gather relevant information from print and digital sources to include in writing.</p> <p><b>Level II Students will:</b> <b>EEW.5.8.</b> Recall information from experiences to include in writing. <i>Ex.</i> Recall an event that occurred on a trip to the zoo and write about it (e.g., "we sg [sing] bas [bus].").</p> <p><b>Level I Students will:</b> <b>EEW.5.8.</b> Recall an experience using preferred mode of communication. <i>Ex.</i> Respond "yes" or "no" when the teacher asks whether the student has done something (e.g., "Did you ever go to the store?" or "Have you</p>

<p><b>W.5.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.5.9.a.</b> Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”).</p>	<p><b>EEW.5.9.</b> Not Applicable.</p> <p><b>EEW.5.9.a.</b> Not Applicable.</p>	<p>seen a gorilla?”) and listen/observe as the teacher writes and reads aloud, “_____ went to the store.”</p> <p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.5.9.b.</b> Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p><b>EEW.5.9.b.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>Range of Writing.</b></p> <p><b>W.5.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>EEW.5.10.</b> Write routinely for a variety of tasks, purposes, and audiences.</p>	<p><b>Level IV Students will:</b> <b>EEW.5.10.</b> Independently write routinely for a variety of tasks, purposes, and audiences</p> <p><b>Level III Students will:</b> <b>EEW.5.10.</b> Write routinely for a variety of tasks, purposes, or audiences.</p> <p><b>Level II Students will:</b> <b>EEW.5.10.</b> Write routinely for a variety of tasks, purposes, and audiences. <i>Ex.</i> Using a preprogrammed word bank on the computer, write a note to include in the home-school notebook.</p> <p><b>Level I Students will:</b> <b>EEW.5.10.</b> Communicate routinely during shared writing for a variety of purposes and audiences. <i>Ex.</i> Using a multiple message voice output device and given modeling from an adult communication partner, use the device to contribute comments during shared writing.</p>
<p><b>Speaking and Listening</b></p>		
<p><b>Comprehension and Collaboration.</b></p> <p><b>SL.5.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p><b>SL.5.1.a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other</p>	<p><b>EESL.5.1.</b> Participate in collaborative discussions.</p> <p><b>EESL.5.1.a.</b> Prepare for discussions.</p>	<p><b>Level IV Students will:</b> <b>EESL.5.1.a.</b> Prepare for discussions by completing assignments related to the discussion.</p> <p><b>Level III Students will:</b> <b>EESL.5.1.a.</b> Prepare for discussion.</p> <p><b>Level II Students will:</b> <b>EESL.5.1.a.</b> Given topics, prepare for discussions.</p> <p><b>Level I Students will:</b></p>

information known about the topic to explore ideas under discussion.		<p><b>EESL.5.1.a.</b> Comment on the topic prior to the discussion.  <i>Ex.</i> Given a topic about bears, ask the student, “Do you like bears?”</p>
<p><b>SL.5.1.b.</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>EESL.5.1.b.</b> Engage in discussions to share information on the topic.</p>	<p><b>Level IV Students will:</b>  <b>EESL.5.1.b.</b> Engage in discussions sharing information on the topic across repeated turns.  <i>Ex.</i> Share information about plants (e.g., “seed makes plant”) multiple times during a discussion.</p> <p><b>Level III Students will:</b>  <b>EESL.5.1.b.</b> Engage in discussions to share information on the topic.  <i>Ex.</i> Share information about plants (e.g., “seed makes plant”).</p> <p><b>Level II Students will:</b>  <b>EESL.5.1.b.</b> Add information to the discussion on the topic.  <i>Ex.</i> Given a set of index cards with information on the topic created prior to the discussion, hand one of the cards to a peer who then supports the students in sharing the information with the group.  <i>Ex.</i> Given a multiple message communication device with pre-stored messages related to the topic of the discussion, select from the messages to share information with the group.</p> <p><b>Level I Students will:</b>  <b>EESL.5.1.b.</b> Add prepared comment to the discussion.  <i>Ex.</i> Use a single message voice output communication device to share a comment with the group engaged in discussion.</p>
<p><b>SL.5.1.c.</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p><b>EESL.5.1.c.</b> Communicate directly with peers in multi- turn exchanges.</p>	<p><b>Level IV Students will:</b>  <b>EESL.5.1.c.</b> Initiate multi-turn exchanges with peers.  <i>Ex.</i> During the morning routine, approach a peer, initiate an exchange, and continue the exchange by responding to the peer’s reply (e.g., show the peer a book, and say “See?” The peer replies, “Uh-ha, did you read it?” The student says, “Yeah, want it?” Peer says, “Already read it.”).  <i>Ex.</i> During a science project, turn to a peer and initiate an exchange related to the task, and respond to the peer’s reply (e.g., the student says, “What now?” The peer replies and the student asks, “How?”).</p> <p><b>Level III Students will:</b>  <b>EESL.5.1.c.</b> Communicate directly with peers in multi-turn exchanges.  <i>Ex.</i> During a literature circle, use a multiple message voice output device to communicate with a peer (e.g., say, “I like it.” As the conversation continues, the student adds, “funny” and “don’t understand.”).  <i>Ex.</i> During a science project, communicate with a peer about the task (e.g., the peer says, “I need help.” The student says, “What?” The peer says, “Hold this.” The student says “Okay?” Then adds, “Done?”).</p> <p><b>Level II Students will:</b>  <b>EESL.5.1.c.</b> Communicate directly with peers.  <i>Ex.</i> Respond when a peer asks a direct question.  <i>Ex.</i> During lunchtime, communicate with a peer about lunch (e.g., hold out an orange to a peer and asks, “Want it?”).  <i>Ex.</i> During a science project, ask for help (e.g., turn to a peer and says, “Can you help?”).</p> <p><b>Level I Students will:</b>  <b>EESL.5.1.c.</b> Participate in discussions with peers.  <i>Ex.</i> Respond to peers’ communications to them by looking at the speaker.  <i>Ex.</i> Follow the discussion as it moves from one speaker to the next by looking at each speaker.  <i>Ex.</i> Use a multiple message communication device preprogrammed with discussion continuers (e.g., “What does everyone else think? Who else has something to say? Anyone have something to add?”), the student uses the device to insert continuing comments during the</p>

<p><b>SL.5.1.d.</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p><b>EESL.5.1.d.</b> Ask and answer questions of adult or peer communication partners to identify key issues of the discussion.</p>	<p>discussion.</p> <p><b>Level IV Students will:</b>  <b>EESL.5.1.d.</b> Ask and answer questions of adult or peer communication partners to clarify and elaborate key issues.  <i>Ex.</i> During a discussion of the key issues of a book chapter, ask and answer questions about the book chapter (e.g., the student asks peers, “How did you know?” The peers point to the place in the book where the information appears, and the student says, “Can you read it?” After hearing it, the student “Is that like the other book?”).</p> <p><b>Level III Students will:</b>  <b>EESL.5.1.d.</b> Answer questions from adult or peer communication partners to identify key issues of the discussion.</p> <p><b>Level II Students will:</b>  <b>EESL.5.1.d.</b> Answer questions from adult or peer communication partners related to key issues of the discussion.</p> <p><b>Level I Students will:</b>  <b>EESL.5.1.d.</b> Answer a simple questions (e.g., “who” or “what”) related to the topic of the discussion.</p>
<p><b>SL.5.2.</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>EESL.5.2.</b> Identify and/or summarize the main idea and supporting details of a text presented through diverse media.</p>	<p><b>Level IV Students will:</b>  <b>EESL.5.2.</b> Summarize and identify the main idea and supporting details of a text presented through diverse media.</p> <p><b>Level III Students will:</b>  <b>EESL.5.2.</b> Identify the main idea and supporting details of a text presented through diverse media.</p> <p><b>Level II Students will:</b>  <b>EESL.5.2.</b> Identify the main idea of a text presented through diverse media. <i>Ex.</i> After viewing a presentation, select a statement that best reflects the main idea of the presentation.</p> <p><b>Level I Students will:</b>  <b>EESL.5.2.</b> Identify details from a text presented through diverse media.</p>
<p><b>SL.5.3.</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><b>EESL.5.3.</b> Identify and summarize the main point a speaker makes.</p>	<p><b>Level IV Students will:</b>  <b>EESL.5.3.</b> Identify and summarize the main point and supporting points a speaker makes.</p> <p><b>Level III Students will:</b>  <b>EESL.5.3.</b> Identify the main point a speaker makes.</p> <p><b>Level II Students will:</b>  <b>EESL.5.3.</b> With guidance and support identify a point that the speaker makes.  <i>Ex.</i> After listening to a peer present to the class, identify something the peer said from a list presented with partner-assisted scanning (e.g., peer reads each item in the list and the student says “yes” or “no” to indicate if the item was part of what peer said in presentation.).  <i>Ex.</i> Given a list of three things, listen to a speaker and highlight the one that matches what the speaker says.</p> <p><b>Level I Students will:</b>  <b>EESL.5.3.</b> Select a detail from speaker.</p>
<p><b>Presentation of Knowledge and Ideas.</b></p> <p><b>SL.5.4.</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,</p>	<p><b>EESL.5.4.</b> Create a simple report, opinion or presentation about a curriculum-based topic.</p>	<p><b>Level IV Students will:</b>  <b>EESL.5.4.</b> Create a report or presentation about a curriculum-based topic including a statement of own opinion about the topic.  <i>Ex.</i> Create a report about recycling and include a clear opinion about whether there is a need for a recycling in own town.</p>

<p>descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>		<p><b>Level III Students will:</b>  <b>EESL.5.4.</b> Create a simple report or presentation about a curriculum-based topic.  <i>Ex.</i> Select artifacts that reflect the topic being studied in science, write labels for each, and arrange them in a visual display to talk about during the school science fair.</p> <p><b>Level II Students will:</b>  <b>EESL.5.4.</b> Create a simple sentence about a topic.</p> <p><b>Level I Students will:</b>  <b>EESL.5.4.</b> Select a picture, object, or artifact from an array of options about a topic.</p>
<p><b>SL.5.5.</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>EESL.5.5.</b> Select or create an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation.</p>	<p><b>Level IV Students will:</b>  <b>EESL.5.5.</b> Create audio recordings, images, photographs, or other visuals/tactual displays to enhance a report or presentation.</p> <p><b>Level III Students will:</b>  <b>EESL.5.5.</b> Select audio recordings, images, photographs, or other visuals/tactual displays to enhance a report or presentation.  <i>Ex.</i> Working with a group to create a report, draw or select pictures to enhance the report.  <i>Ex.</i> Given the text of a report, combine tactual materials to add to each page and enhance the overall report.</p> <p><b>Level II Students will:</b>  <b>EESL.5.5.</b> Select an audio recording, image, photograph, or other visual/tactual display to enhance a report or presentation.  <i>Ex.</i> After reviewing the text of a report with the group who created it, select tactual materials to enhance the report.</p> <p><b>Level I Students will:</b>  <b>EESL.5.5.</b> Match an audio recording, image, photograph, or other visual/tactual display to portions of a group-constructed report or presentation.  <i>Ex.</i> Choose from two choices, a picture to match a portion of a group report (e.g., a peer says, “We need a picture to go with this. It says “the mountain is the largest in the world.” Pick a picture of a big mountain.” Then, the student chooses the matching picture from a choice of two.).</p>
<p><b>SL.5.6.</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p><b>EESL.5.6.</b> Use formal and informal language.</p>	<p><b>Level IV Students will:</b>  <b>EESL.5.6.</b> Use formal and informal language as appropriate.  <i>Ex.</i> Upon entering the classroom, student greets peers informally (e.g., “Hey!”) and student greets teacher formally (e.g., “Good morning.”).</p> <p><b>Level III Students will:</b>  <b>EESL.5.6.</b> Use formal or informal language.  <i>Ex.</i> Use phrases and informal expressions in responding to peers.</p> <p><b>Level II Students will:</b>  <b>EESL.5.6.</b> Given examples differentiate between communication partners and contexts.  <i>Ex.</i> When asked, “Should you answer with one word right now?” respond appropriately, “yes” or “no” based on the situation.</p> <p><b>Level I Students will:</b>  <b>EESL.5.6.</b> Communicate informally with others.  <i>Ex.</i> Gesture (e.g., wave hand, nod head) to communicate informally with someone in the hallway.</p>
<p><b>Conventions of Standard English.</b></p> <p><b>L.5.1.</b> Demonstrate command of the conventions of standard English grammar</p>	<p><b>EEL.5.1.</b> Demonstrate standard English grammar and usage when</p>	

and usage when writing or speaking. <b>L.5.1.a.</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	communicating.	
<b>L.5.1.b.</b> Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	<b>EEL.5.1.b.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.5.1.c.</b> Use verb tense to convey various times, sequences, states, and conditions.	<b>EEL.5.1.c.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.5.1.d.</b> Recognize and correct inappropriate shifts in verb tense.	<b>EEL.5.1.d.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.5.1.e.</b> Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).	<b>EEL.5.1.e.</b> Use frequently occurring conjunctions: and, but, or, for, because.	<p><b>Level IV Students will:</b> <b>EEL.5.1.e.</b> Generate a sentence that correctly includes frequently occurring conjunctions: <i>and, but, or, for, because</i>. <i>Ex.</i> Complete a sentence combining activities that combine two simple sentences such as “I like pizza.” and “I like hamburgers.” into one sentence: “I like pizza and hamburgers.”</p> <p><b>Level III Students will:</b> <b>EEL.5.1.e.</b> Use frequently occurring conjunctions: <i>and, but, or, for, because</i>. <i>Ex.</i> Tell the names of two friends to sit between: <i>Sam and Linda</i>.</p> <p><b>Level II Students will:</b> <b>EEL.5.1.e.</b> Use “and” to combine words. <i>Ex.</i> Help read the list of items to purchase on a shopping trip by combining each item on the list with <i>and</i>.</p> <p><b>Level I Students will:</b> <b>EEL.5.1.e.</b> Participate in lessons focused on using “and” to expand sentences. <i>Ex.</i> During a shared writing activity, make word choices to complete the sentence with a structure (e.g., “I like to eat _____ and _____.”).</p>
<p><b>L.5.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.5.2.a.</b> Use punctuation to separate items in a series.*[sic]</p>	<p><b>EEL.5.2.</b> Use conventions of standard English.</p> <p><b>EEL.5.2.a.</b> Capitalize names and the first word in a sentence.</p>	<p><b>Level IV Students will:</b> <b>EEL.5.2.a.</b> Capitalize names and the first word in a sentence. <i>Ex.</i> Use shift or caps lock to capitalize names and the first letter in sentence in own writing.</p> <p><b>Level III Students will:</b> <b>EEL.5.2.a.</b> Capitalize names and the first word in a sentence. <i>Ex.</i> Indicate need to capitalized first letter (e.g., the teacher is writing the morning message and stops to ask, “How do I start?” The student responds, “Start with a capital letter.”).</p> <p><b>Level II Students will:</b> <b>EEL.5.2.a.</b> Indicate that the first word in a sentence must be capitalized. <i>Ex.</i> Indicate need to capitalized first letter when asked (e.g., the teacher is writing the morning message and stops to ask, “What do I need to do to that first word in the sentence?” The student responds, “Capital.”).</p> <p><b>Level I Students will:</b></p>

		<p><b>EEL.5.2.a.</b> Match capital in first name.  <i>Ex.</i> Point to own name on cubby.</p>
<p><b>L.5.2.b.</b> Use a comma to separate an introductory element from the rest of the sentence.</p>	<p><b>EEL.5.2.b.</b> Use a period to mark the end of a sentence.</p>	<p><b>Level IV Students will:</b>  <b>EEL.5.2.b.</b> Use a period to mark the end of a sentence in own writing.</p> <p><b>Level III Students will:</b>  <b>EEL.5.2.b.</b> Use a period to mark the end of a sentence.  <i>Ex.</i> During a shared writing activity, the student adds a word to finish a sentence and adds a period.</p> <p><b>Level II Students will:</b>  <b>EEL.5.2.b.</b> Indicate the need to mark the end of a sentence with a period in provided writing example.  <i>Ex.</i> During a shared writing activity, the teacher asks, “What do I need to put on the end of that sentence?” The student responds, “a period.”</p> <p><b>Level I Students will:</b>  <b>EEL.5.2.b.</b> Indicate a mark that is used at the end of a sentence.  <i>Ex.</i> Look at or touch the picture of a period when the teacher shows a picture of a period and a question mark and says, “Can you show me the period. It’s the mark we put at the end of a sentence.”</p>
<p><b>L.5.2.c.</b> Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).</p>	<p><b>EEL.5.2.c.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.5.2.d.</b> Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p><b>EEL.5.2.d.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.5.2.e.</b> Spell grade- appropriate words correctly, consulting references as needed.</p>	<p><b>EEL.5.2.e.</b> Spell grade appropriate words correctly, or phonetically consulting references as needed.</p>	<p><b>Level IV Students will:</b>  <b>EEL.5.2.e.</b> Spell most words correctly with full phonetic representations of misspelled words.  <i>Ex.</i> Write a short message with most of the words spelled correctly and remaining words spelled phonetically with all sounds represented.</p> <p><b>Level III Students will:</b>  <b>EEL.5.2.e.</b> Spell words phonetically, drawing on letter-sound relationships and common spelling patterns.  <i>Ex.</i> Spell the word <i>take</i> as <i>tak</i> if it is an unknown word.  <i>Ex.</i> Spell the word <i>city</i> as <i>sit</i> if it is an unknown word.  <i>Ex.</i> Spell the word <i>wok</i> as <i>wock</i> if it is an unknown word.</p> <p><b>Level II Students will:</b>  <b>EEL.5.2.e.</b> Spell familiar words, drawing on letter-sound relationships and common spelling patterns.  <i>Ex.</i> Say or point to the letter <i>t</i> when asked, “What letter goes at the end of the word, hat?”</p> <p><b>Level I Students will:</b>  <b>EEL.5.2.e.</b> Participate in spelling and alphabet activities.  <i>Ex.</i> Select a letter from a choice of two letters when the teacher says, “What letter should I put in front of the word, <i>at</i>?” The student indicates the letter <i>h</i> and the teacher says, “That’s <i>h</i>. When I put it in front of <i>-at</i>, I spell <i>hat</i>, h-a-t. Let’s try another one.”</p>
<p><b>Knowledge of Language.</b></p>		

<p><b>L.5.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.5.3.a.</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p><b>EEL.5.3.</b> Use language to achieve desired meaning when communicating via writing, speaking, reading, or listening.</p>	<p><b>Level IV Students will:</b>  <b>EEL.5.3.a.</b> Listen and communicate to obtain information to perform a task.  <i>Ex.</i> Ask for directions to perform an assigned task.</p> <p><b>Level III Students will:</b>  <b>EEL.5.3.a.</b> Use expressive language to achieve desired meaning in communicating.  <i>Ex.</i> Ask for help to complete an assigned task.  <i>Ex.</i> Repeat or rephrase directions to perform a task.</p> <p><b>Level II Students will:</b>  <b>EEL.5.3.a.</b> Use expressive communication to achieve three or more communicative functions (e.g., request, comment, share information).  <i>Ex.</i> Use picture exchange to request a preferred item.  <i>Ex.</i> Make a comment during lunch time (e.g., “too loud”) or another part of the day (e.g., “don’t wanna”).  <i>Ex.</i> Share information about home (e.g., “went shopping”).  <i>Ex.</i> Ask a simple question (e.g., “Why?”).</p> <p><b>Level I Students will:</b>  <b>EEL.5.3.a.</b> In preferred mode of communication, express at least two communicative functions.  <i>Ex.</i> Turn head away to indicate rejection (e.g., rejecting a food, drink, looking at a person).  <i>Ex.</i> Push away an undesired object.</p>
<p><b>L.5.3.b.</b> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p><b>EEL.5.3.b.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>Vocabulary Acquisition/Use.</b></p> <p><b>L.5.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L.5.4.a.</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p><b>EEL.5.4.</b> Determine or clarify the meaning of vocabulary drawn from reading and content areas.</p> <p><b>L.5.4.a.</b> Use context as a clue to determine the meaning of words.</p>	<p><b>Level IV Students will:</b>  <b>EEL.5.4.a.</b> Determine or clarify the meaning of vocabulary drawn from reading and content areas.</p> <p><b>Level III Students will:</b>  <b>EEL.5.4.a.</b> Use context as a clue to determine the meaning of words.  <i>Ex.</i> When given a topic, use words on a multi-message communication device to predict meaning of new vocabulary word. (e.g., the teacher says, “This month is March. What are months? Where can we find them in our classroom?”)</p> <p><b>Level II Students will:</b>  <b>EEL.5.4.a.</b> Demonstrate the meaning of words.  <i>Ex.</i> Follow simple oral or signed directions (e.g., “Clean up your desk,” “Open your book,” “Hand me the red crayon”).</p> <p><b>Level I Students will:</b>  <b>EEL.5.4.a.</b> Follow a one word command.</p>
<p><b>L.5.4.b.</b> Use common, grade- appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p><b>EEL.5.4.b.</b> Identify the meaning of words when common affixes are added to common nouns and verbs (-ing, -ed, -s, -es).</p>	<p><b>Level IV Students will:</b>  <b>EEL.5.4.b.</b> Identify the meaning of words when common affixes are added to common nouns and verbs (-ing, -ed, -s, -es).</p> <p><b>Level III Students will:</b>  <b>EEL.5.4.b.</b> Identify the meaning of words when common affixes are added to common nouns or verbs (-ing, -ed, -s, -es).</p>

		<p><b>Level II Students will:</b>  <b>EEL.5.4.b.</b> Identify the temporal meaning of words when common suffixes (-s, -es) are added to common nouns.</p> <p><b>Level I Students will:</b>  <b>EEL.5.4.b.</b> Given a singular and plural noun, match to correct representation.  <i>Ex.</i> Given a picture of a monkey and a picture of monkeys, match the correct representation.</p>
<b>L.5.4.c.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<b>EEL.5.4.c.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<p><b>L.5.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.5.5.a.</b> Interpret figurative language, including similes and metaphors, in context.</p>	<p><b>EEL.5.5.</b> Demonstrate understanding of word relationships.</p> <p><b>EEL.5.5.a.</b> Use simple, common idioms (e.g., “You bet!” “It’s a deal.,” “We’re cool.”).</p>	<p><b>Level IV Students will:</b>  <b>EEL.5.5.</b> Demonstrate an understanding of common idioms (e.g., “You bet!” “It’s a deal.,” “We’re cool.”).</p> <p><b>Level III Students will:</b>  <b>EEL.5.5.</b> Use simple, common idioms.  <i>Ex.</i> Use a single switch to say, “Hey, you’re cool,” and “You’re cool, too.”  <i>Ex.</i> Initiate use of a common idiom (e.g., “You bet!” “It’s a deal.,” “We’re cool.”).</p> <p><b>Level II Students will:</b>  <b>EEL.5.5.</b> Use an idiom correctly.  <i>Ex.</i> Respond with an idiom when a classmate or teacher uses an idiom (e.g., when teacher says, “You’re cool,” the student responds “You’re cool, too.”).</p> <p><b>Level I Students will:</b>  <b>EEL.5.5.</b> Participate in lesson and or conversation in which an idiom is used.  <i>Ex.</i> Responds with a smile or sound when a classmate or teacher says “Hey, you’re cool.”</p>
<b>L.5.5.b.</b> Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>EEL.5.5.b.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.5.5.c.</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<b>EEL.5.5.c.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.5.6.</b> Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).	<b>EEL.5.6.</b> Use domain- specific word and phrases, that signal contrast, addition, relationships (e.g., <i>if, then, next</i> ).	<p><b>Level IV Students will:</b>  <b>EEL.5.6.</b> Use domain-specific words and phrases that signal contrast, addition, and relationships.  <i>Ex.</i> Respond with an if/then sentence when the teacher asks, “What’s the rule?” (e.g., “If it rains, then we stay in.”).</p> <p><b>Level III Students will:</b>  <b>EEL.5.6.</b> Use domain-specific words or phrases.  <i>Ex.</i> Respond appropriately when the teacher asks, “If it rains during recess, what happens?” The student says, “Then, we stay in.”  <i>Ex.</i> The teacher says, “I’ll go first.” The student says, “Who is next?”</p> <p><b>Level II Students will:</b>  <b>EEL.5.6.</b> Use domain-specific words <i>first, then</i>.  <i>Ex.</i> Given a word from the text, find a picture or definition in a picture dictionary.</p>

		<p><i>Ex. Match a domain specific word to a picture or object.</i></p>
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**Level I Students will:**

**EEL.5.6.** Demonstrates “first,” “then.”

*Ex. Point to a highlighted word in an informational text.*

# 2014 WYOMING ENGLISH LANGUAGE ARTS EXTENDED STANDARDS AND ACHIEVEMENT DESCRIPTORS FOR GRADE 6

2012 WyCPS ELA Standards	2014 Wyoming Content Extended Standards  EE = Essential Element	Instructional Achievement Level Descriptors
<b>Reading (Literature)</b>		
<b>Key Ideas and Details.</b>		
<p><b>RL.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>EERL.6.1.</b> Determine what a text says explicitly as well as what simple inferences should be drawn.</p>	<p><b>Level IV Students will:</b>  <b>EERL.6.1.</b> Analyze a text to identify the information that is used in making an inference.  <i>Ex.</i> After making an inference while reading a text, underline the information that was used in making the inference.  <i>Ex.</i> Select a correct answer to an inferential question, and then highlight the information in the text that supports the inference.</p> <p><b>Level III Students will:</b>  <b>EERL.6.1.</b> Determine what a text says explicitly as well as what inferences should be drawn.  <i>Ex.</i> Given a list of explicit and implicit information from a story, sort information into information that was stated directly and information that must be inferred.</p> <p><b>Level II Students will:</b>  <b>EERL.6.1.</b> Identify information that is and is not directly stated in the text.  <i>Ex.</i> Using pictures, illustrations, etc., identify a detail that was not stated in the text.  <i>Ex.</i> Through auditory or tactile sources, identify details directly stated in the text.</p> <p><b>Level I Students will:</b>  <b>EERL.6.1.</b> Answer a question about explicit information provided in the text.  <i>Ex.</i> Respond to a question about the text by indicating through turn of the head or eye gaze whether each of two options is correct.  <i>Ex.</i> Respond to a question about a detail from an illustration in the text by answering “yes” or “no” or using a switch to indicate whether each of two options is correct.</p>
<p><b>RL.6.2.</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>EERL.6.2.</b> Determine the theme or central/main idea of an unfamiliar story and identify details that relate to it.</p>	<p><b>Level IV Students will:</b>  <b>EERL.6.2.</b> Determine the theme or central/main idea of an unfamiliar story and details that relate to it. Text may have more than one theme.  <i>Ex.</i> Given a passage from an unfamiliar short story, determine the central/main idea and support with details.</p> <p><b>Level III Students will:</b>  <b>EERL.6.2.</b> Determine the theme or central/main idea of a familiar story and identify details that relate to it.  <i>Ex.</i> Given a short passage from a familiar story, determine the central/main idea and then highlight details in the text that relate to the central idea.  <i>Ex.</i> Given an array of choices, determine which best represents the theme of the story and then choose two details from the story that relate to the theme.  <i>Ex.</i> Given an array of choices, select an illustration that represents the central idea of the story and point out two details in the illustration that are discussed in the story.</p> <p><b>Level II Students will:</b> Sequence central/main events in relation to a stated theme.  <b>EERL.6.2.</b> Identify the theme or central idea of a familiar story.  <i>Ex.</i> Given a short passage from a familiar story, identify and sequence the theme or central/main idea from a list of choices.</p>

		<p>Ex. Given an array of choices, select an illustration that represents the central/main idea of a familiar story.</p> <p><b>Level I Students will:</b>  <b>EERL.6.2.</b> Identify details from a familiar story.  Ex. Given a list of details, identify those that relate to a familiar story.  Ex. Using a communication device, identify a detail from a familiar story.</p>
<p><b>RL.6.3.</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p><b>EERL.6.3.</b> Recount a story's beginning, middle, and end, highlighting the significant events or episodes in each part and how the main character responds or changes.</p>	<p><b>Level IV Students will:</b>  <b>EERL.6.3.</b> Recount a story's beginning, middle, and end, highlighting the significant events or episodes in each part and how the main character responds or changes.  Ex. Recount the beginning, middle, and end of a story and select from choices how they changed the main character.  Ex. Recount significant episodes that occur at the beginning, middle, and end of a story (e.g., in superhero movies, the good guy meets bad guy, bad guy almost defeats good guy, then good guy defeats bad guy.).</p> <p><b>Level III Students will:</b>  <b>EERL.6.3.</b> Identify the episodes or significant events in a story or drama.  Ex. Given a list of episodes or events from a story, identify those that are significant.  Ex. Given a text projected on an interactive whiteboard, highlight the significant events throughout the story.</p> <p><b>Level II Students will:</b>  <b>EERL.6.3.</b> Identify a significant event in a story or drama.  Ex. Select or recall one significant episode or event.  Ex. Identify a significant event involving a favorite character in a familiar story by selecting from a choice of illustrations.</p> <p><b>Level I Students will:</b>  <b>EERL.6.3.</b> Identify an event in a familiar story or drama.  Ex. Given two or more choices (e.g., illustrations or objects), respond or indicate a choice of an event that occurred in a familiar story.</p>
<p><b>Craft and Structure.</b></p> <p><b>RL.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><b>EERL.6.4.</b> Explain the meaning of figures of speech, including, but not limited to simple idioms, similes, and metaphors.</p>	<p><b>Level IV Students will:</b>  <b>EERL.6.4.</b> Explain the meaning of figures of speech, including, but not limited to simple idioms, similes, and metaphors.  Ex. After reading books such as, <i>In a Pickle</i>, explain the meaning of two or more idioms.  Ex. During a shared reading, explain the various types of figurative language depicted on each page.</p> <p><b>Level III Students will:</b>  <b>EERL.6.4.</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.  Ex. Given three true meanings of idioms, determine which idioms the meanings match during a shared reading of <i>Monkey Business</i>.  Ex. Act out the true meaning of idioms as they appear in books like <i>More Parts</i>.</p> <p><b>Level II Students will:</b>  <b>EERL.6.4.</b> Recognize when a simple idiom or figure of speech is used within a story or passage.  Ex. After reading multiple sections of <i>Raining Cats and Dogs</i>, determine which idioms match which true meanings.  Ex. During shared reading, signal the teacher to indicate that an idiom has been used or seek clarification.  Ex. Given an illustrated page from <i>Amelia Bedelia</i> projected on an Interactive whiteboard, highlight the part of the text (figurative language) that matches Amelia's actions.</p> <p><b>Level I Students will:</b></p>

		<p><b>EERL.6.4.</b> Recognize a repeated expression used in text.  <i>Ex.</i> During shared reading of a familiar text, signal when a phrase is repeated in a text and/or paired with a picture.</p>
<p><b>RL.6.5.</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p><b>EERL.6.5.</b> Determine how a sentence, paragraph, scene, or stanza fits into the overall structure of the text.</p>	<p><b>Level IV Students will:</b>  <b>EERL.6.5.</b> Explain how a sentence, paragraph, scene, or stanza is related to the overall structure of the text.  <i>Ex.</i> Given the stanzas from a poem, organize them and explain how they go together using words like first, then, last.  <i>Ex.</i> Given a variety of examples of different scenes from a play, explain how they fit together to create the overall structure of the play.</p> <p><b>Level III Students will:</b>  <b>EERL.6.5.</b> Identify structures within stories, poems, plays, or songs that contribute to the overall meaning of text.  <i>Ex.</i> While reading a familiar story, identify a sentence that is <i>not</i> a repeated line but is predictable based on the overall meaning or structure of the text.  <i>Ex.</i> Given a familiar poem projected on an interactive whiteboard with a line or stanza missing, identify the missing part from an array of choices.</p> <p><b>Level II Students will:</b>  <b>EERL.6.5.</b> Select or provide a sentence that completes the overall structure of a text.  <i>Ex.</i> During shared reading of a story, identify a possible missing sentence from given choices that is <i>not</i> a repeated line but is predictable based on the overall meaning or structure of the text.</p> <p><b>Level I Students will:</b>  <b>EERL.6.5.</b> Identify an important sentence in the text.  <i>Ex.</i> Using their typical form of communication, student will identify a repeated word that appears at the end of each line in a familiar poem.  <i>Ex.</i> Say or recognize the repeated line in a familiar story or poem.</p>
<p><b>RL.6.6.</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p><b>EERL.6.6.</b> Identify the storyteller (narrator) and describe their role in the story and provide textual evidence for support.</p>	<p><b>Level IV Students will:</b>  <b>EERL.6.6.</b> Identify the storyteller (narrator) and describe their role in the story and provide textual evidence for support.  <i>Ex.</i> Select descriptive words or illustrations from a text to describe the point of view of the narrator of a story.  <i>Ex.</i> Use a voice output device to state the point of view of the narrator and then point to a specific line in the text as an example.</p> <p><b>Level III Students will:</b>  <b>EERL.6.6.</b> Identify the storyteller (narrator) and describe their role in the story.  <i>Ex.</i> Use a voice output device to restate a specific line from a text as an example of the point of view of the narrator.  <i>Ex.</i> Select descriptive words or illustrations from a text to describe the point of view of the narrator of a story.</p> <p><b>Level II Students will:</b>  <b>EERL.6.6.</b> Identify the storyteller (narrator).  <i>Ex.</i> Presented with pictures of the main characters from a story, identify who tells the story.</p> <p><b>Level I Students will:</b>  <b>EERL.6.6.</b> Given two choices, identify the storyteller.  <i>Ex.</i> When presented with a picture representation of the main character in the story, identify them as the person telling the story.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RL.6.7.</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including</p>	<p><b>EERL.6.7.</b> Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.</p>	<p><b>Level IV Students will:</b>  <b>EERL.6.7.</b> Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the text.  <i>Ex.</i> Use a Venn diagram similarities and differences between a book and a video version of the same text.  <i>Ex.</i> Compare a recorded live performance of a play with a movie version, listing the similarities and differences.</p>

<p>contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>		<p><b>Level III Students will:</b>  <b>EERL.6.7.</b> Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.  <i>Ex.</i> Read a book and watch a video, then describe at least two ways they are different.</p> <p><b>Level II Students will:</b>  <b>EERL.6.7.</b> Identify one way that a text version of a story, drama, or poem is like an audio, video, or live version.  <i>Ex.</i> Given a variety of choices, student will show the differences between print and multimedia.</p> <p><b>Level I Students will:</b>  <b>EERL.6.7.</b> Given two choices, identify the text version of a story, drama, or poem that matches the audio, video, or live version.  <i>Ex.</i> After watching a presentation of a familiar story, choose the book that corresponds to the audio/video version.</p>
<p><b>RL.6.8.</b> (Not applicable to literature)</p>	<p><b>EERL.6.8.</b> (Not applicable to literature)</p>	<p><b>EERL.6.8.</b> (Not applicable to literature)</p>
<p><b>RL.6.9.</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p><b>EERL.6.9.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>Range of Reading and Level of Text Complexity.</b></p> <p><b>RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>EERL.6.10.</b> **This Literature Essential Element references all elements above.</p>	<p><b>Level I through IV Students Will:</b>  <b>EERL.6.10.</b> Participate in, or read supported, ability level appropriate adapted literature materials.</p>
<p><b>Reading (Informational Text)</b></p>		
<p><b>Key Ideas and Details.</b></p>		
<p><b>RI.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>EERI.6.1.</b> Analyze a text to identify the text information that is used to make inferences.</p>	<p><b>Level IV Students will:</b>  <b>EERI.6.1.</b> Analyze a text to identify the text information that is used to make inferences.  <i>Ex.</i> After making an inference while reading a text, underline the information that was used in making the inference.  <i>Ex.</i> Select a correct answer to an inferential question, and then highlight the information in the text that supports the inference.</p> <p><b>Level III Students will:</b>  <b>EERI.6.1.</b> Analyze a text to determine what it says explicitly versus inferential information.  <i>Ex.</i> Share, point, tell, or gesture to communicate specific facts from informational text.  <i>Ex.</i> After viewing or hearing information demonstrated in a pie chart, select one piece of evidence from the information provided directly and information that must be inferred.  <i>Ex.</i> Given a list of explicit and implicit information from a story, sort information into information that was stated directly and information that must be inferred.</p> <p><b>Level II Students will:</b>  <b>EERI.6.1.</b> Given multiple sentences from informational text, find a fact.</p>

		<p><i>Ex.</i> Share, point, tell, or gesture to communicate specific facts from informational text.  <i>Ex.</i> Using pictures, illustrations, etc., identify a fact.  <i>Ex.</i> Through auditory or tactile sources, identify a fact.</p> <p><b>Level I Students will:</b>  <b>EERI.6.1.</b> Answer a question about explicit information provided in the text.  <i>Ex.</i> Respond to a question about the text by indicating through a turn of the head or eye gaze whether each of two options is correct.  <i>Ex.</i> Respond to a question about a detail from an illustration in the text by answering “yes” or “no” or using a switch to indicate whether each of two options is correct.</p>
<p><b>RI.6.2.</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>EERI.6.2.</b> Determine the central idea of a short passage and details or facts related to it.</p>	<p><b>Level IV Students will:</b>  <b>EERI.6.2.</b> Given a text, determine several details or facts that support their choice of the central idea.  <i>Ex.</i> Asked “What was the passage about?” select an answer from choices provided and indicate several facts or details about it from the passage.  <i>Ex.</i> Asked “What in the passage said what it was about,” select facts or details about the central idea from choices provided.</p> <p><b>Level III Students will:</b>  <b>EERI.6.2.</b> Determine the central idea of a short passage and details or facts related to it.  <i>Ex.</i> Asked “What was the passage about?” select an answer from choices provided and indicate a fact or detail about it from the passage.  <i>Ex.</i> After reading or listening to a historical passage (e.g., Revolutionary War), select picture or word cards that provide details indicating the main idea and then select an illustration from the passage that depicts a related fact (e.g., George Washington in uniform).</p> <p><b>Level II Students will:</b>  <b>EERI.6.2.</b> Given sentences from a text, identify a central idea.  <i>Ex.</i> Asked “What was the passage about?” selects a central idea from the choices provided.  <i>Ex.</i> After reading a historical passage, use pictures, illustrations, etc. to identify a central idea of a passage.  <i>Ex.</i> Through auditory or tactile sources, identify a central idea of an informational text.</p> <p><b>Level I Students will:</b>  <b>EERI.6.2.</b> Identify an important detail from informational text.  <i>Ex.</i> During shared reading of an informational text, point, tell, or gesture to communicate when an important detail is stated.</p>
<p><b>RI.6.3.</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><b>EERI.6.3.</b> Identify the progression of a key individual, event, or idea throughout an informational text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.6.3.</b> Describe the progression of a key individual, event, or idea throughout an informational text.  <i>Ex.</i> Use examples from the text to show how Harriet Tubman became a conductor on the underground railroad.</p> <p><b>Level III Students will:</b>  <b>EERI.6.3.</b> Identify the progression of a key individual, event, or idea throughout an informational text.  <i>Ex.</i> Answer questions about order of historical events (e.g., what significant events happened to Harriett first/then/next that lead to her decision to run away?).  <i>Ex.</i> Put three significant events from text in order given the events out of order.</p> <p><b>Level II Students will:</b>  <b>EERI.6.3.</b> Identify an example of important information from the text.  <i>Ex.</i> Identify an event that was most important in the life of Harriet Tubman from the text given two choices.  <i>Ex.</i> Identify what happens to a character at the beginning or end of the story using customary communication modes.</p> <p><b>Level I Students will:</b></p>

		<p><b>EERI.6.3.</b> Identify an event or idea in a familiar text.  <i>Ex.</i> Respond to indicate whether a choice is an event that occurred in a familiar informational text.  <i>Ex.</i> During shared reading of a science text, use a single message voice output device to indicate when an idea is stated.</p>
<p><b>Craft and Structure.</b></p> <p><b>RI.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b>EERI.6.4.</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.6.4.</b> Explain the meaning of simple idioms and figures of speech as they are used in a text.  <i>Ex.</i> Explain the meaning of a figure of speech used in a science text to convey the meaning of a word (e.g., “Roots are like straws to take in water – it’s not really a straw; stems are like sticks that hold the plant up – it’s not really a stick.”).</p> <p><b>Level III Students will:</b>  <b>EERI.6.4.</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.  <i>Ex.</i> Determine the meaning of “acid burns like fire as hot.”  <i>Ex.</i> After hearing a weather report, determine the meaning of “it’s raining cats and dogs” as “pouring or heavy rain.”</p> <p><b>Level II Students will:</b>  <b>EERI.6.4.</b> Recognize when a simple idiom or figure of speech is used in text.  <i>Ex.</i> During shared reading, signal the teacher to indicate that an idiom has been used or seek clarification.</p> <p><b>Level I Students will:</b>  <b>EERI.6.4.</b> Recognize a repeated expression used in text.  <i>Ex.</i> During shared reading of a familiar text, signal when a phrase is repeated in a text.</p>
<p><b>RI.6.5.</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p><b>EERI.6.5.</b> Determine how a sentence, scene, or stanza fits into the overall structure of the text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.6.5.</b> Determine how a sentence, scene, or stanza fits into the overall structure of the text.  <i>Ex.</i> Communicate the predictable word or phrase in a text that has a predictable pattern.  <i>Ex.</i> Describe how a passage in <i>Travels with Charley</i> adds to understanding what John Steinbeck thought about America.</p> <p><b>Level III Students will:</b>  <b>EERI.6.5.</b> Describe how an element of the text fits into the overall structure of the text.  <i>Ex.</i> Given the title of an informational text, find a sentence in the text that repeats the title.  <i>Ex.</i> In a set of directions, describe what they would do if a step were left out.  <i>Ex.</i> After reading a passage, select a title that is appropriate and fitting.</p> <p><b>Level II Students will:</b>  <b>EERI.6.5.</b> Identify a sentence from the overall structure of the text.  <i>Ex.</i> Given a direction, point to a sentence that tells the most important thing to do.</p> <p><b>Level I Students will:</b>  <b>EERI.6.5.</b> Identify an illustration that fits into the overall theme of the text.  <i>Ex.</i> Point to an illustration in a text.</p>
<p><b>RI.6.6.</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>EERI.6.6.</b> Explain why the author wrote the text, citing examples.</p>	<p><b>Level IV Students will:</b>  <b>EERI.6.6.</b> Explain why the author wrote the text, citing examples.  <i>Ex.</i> Provide reasons for a newspaper article on a tornado showing where the text conveys it (e.g., to inform people about an event, to tell people how to be safe during a tornado).  <i>Ex.</i> Sort different types of text by their purposes (e.g., to inform, to argue or persuade, to discuss, to tell people how to do something, to explain, to report, to recount.)</p>

		<p><b>Level III Students will:</b>  <b>EERI.6.6.</b> Use an example from text to describe the author’s purpose or point of view.  <i>Ex.</i> Choose from three words to describe the author’s point of view from a historical text.  <i>Ex.</i> Given a paragraph about a tornado, choose a word from the paragraph that describes what the author thinks about tornados (e.g., scary, exciting).</p> <p><b>Level II Students will:</b>  <b>EERI.6.6.</b> Identify a word that represents the purpose of a text.  <i>Ex.</i> Choose a word that represents what they learned from a report on a real-life event.</p> <p><b>Level I Students will:</b>  <b>EERI.6.6.</b> Point to a picture that shows what happened in a text designed to recount an event.  <i>Ex.</i> Using a story recounting a real-life event (e.g., a class field trip to a local museum) read by the teacher, point to a picture showing what happened.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RI.6.7.</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p><b>EERI.6.7.</b> Integrate information from different media to demonstrate understanding of a topic.</p>	<p><b>Level IV Students will:</b>  <b>EERI.6.7.</b> Integrate information from different media to demonstrate understanding of a topic.  <i>Ex.</i> Compare/combine information from a video and a passage on the same topic to make a statement about the topic.</p> <p><b>Level III Students will:</b>  <b>EERI.6.7.</b> Integrate information from different media and formats of texts.  <i>Ex.</i> After reading the passage and watching a video, use magazine pictures to create a collage to represent the information.  <i>Ex.</i> Compare a text with a video version of the same text to identify ways that the text is the same as the video.</p> <p><b>Level II Students will:</b>  <b>EERI.6.7.</b> Identify information from media and other formats of text that are about similar topics.  <i>Ex.</i> Recall a phrase from a media presentation.  <i>Ex.</i> Recall a phrase from an informational text.</p> <p><b>Level I Students will:</b>  <b>EERI.6.7.</b> Identify information from two sources/texts.  <i>Ex.</i> Identify a picture that matches a text heard or read.</p>
<p><b>RI.6.8.</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>EERI.6.8.</b> Distinguish claims in a text supported by reason from those that are not.</p>	<p><b>Level IV Students will:</b>  <b>EERI.6.8.</b> Distinguish claims supported by a reason from those that are not.  <i>Ex.</i> Identify a claim in an article and find the reason or evidence in the piece to support the claim and identify a claim that is not supported.</p> <p><b>Level III Students will:</b>  <b>EERI.6.8.</b> Distinguish claims in a text supported by reason.  <i>Ex.</i> Using an article from the newspaper, identify the claims supported by a reason by highlighting or marking the words.</p> <p><b>Level II Students will:</b>  <b>EERI.6.8.</b> Identify claims in a text.  <i>Ex.</i> Point out a claim based upon the use of quotation marks.  <i>Ex.</i> Recognize what an ad is attempting to sell.</p> <p><b>Level I Students will:</b></p>

		<p><b>EERI.6.8.</b> Recognize a claim in a text.  <i>Ex.</i> During shared reading of an informational text, use a switch, a nod, or answer “yes” or “no” when the teacher asks, “Did the author say . . . ?”  <i>Ex.</i> Point to an ad in a newspaper.</p>
<p><b>RI.6.9.</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p><b>EERI.6.9.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards. (See EERI.6.7.).</p>
<p><b>Range of Reading and Level of Text Complexity.</b></p> <p><b>RI.6.10.</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>EERI.6.10.</b></p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards. (See EERI.6.7.).</p>
<p><b>Writing</b></p>		
<p><b>Text Types and Purposes.</b></p> <p><b>W.6.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.6.1.a.</b> Introduce claim(s) and organize the reasons and evidence clearly.</p> <p><b>W.6.1.b.</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p><b>EEW.6.1.a.-b.</b> Write an argument with a claim and support it with three or more reasons.</p>	<p><b>Level IV Students will:</b>  <b>EEW.6.1.a.-b.</b> Write an argument with a claim and support it with three or more reasons.  <i>Ex.</i> Write about something important to them and support it with reasons (e.g., the student writes, “need recess” and then supports the claim by writing “good for me,” “friends,” or “tired.”).  <i>Ex.</i> Following reading and discussion of tall tales, make an exaggerated claim and use story elements discussed to support the claim.</p> <p><b>Level III Students will:</b>  <b>EEW.6.1.a.-b.</b> Write an argument with a claim and support it with two reasons.  <i>Ex.</i> Using a writing template created by the teacher in a talking word processor, fill in a blank to write a claim and to complete more sentences to support the claim (e.g., “The student completes the sentence I think we need more _____. And then, the student completes more sentences to give reasons, We need more _____ because we don’t have enough. We have six students. We only have _____.”).  <i>Ex.</i> Following a teacher-led discussion about something important to students, generate written reasons and discussion for and against the claim on an interactive whiteboard, make a claim for one position or the other and then support the claim, using and expanding on the available vocabulary and evidence on the interactive whiteboard (e.g., the student writes, “chew gum in school,” “relax,” “work harder or not chew gum in school,” “stick on desk,” “noisy chew”).</p> <p><b>Level II Students will:</b>  <b>EEW.6.1.a.-b.</b> With guidance and support, write an argument with a claim and support it with one reason.  <i>Ex.</i> Write a claim with guidance (e.g., the student tells a peer, “ice cream every day” and the peer supports the student in writing the claim by stretching out the sounds in words so the student can type letters in word prediction software and select the appropriate word from the list.).  <i>Ex.</i> After a discussion of student interests and school rules, complete a repeated sentence frame to write a claim by writing the appropriate word in the blank (e.g., “We need <u>claim</u> because <u>support of claim</u>”). (e.g., “We need recess because fun.” “We need gum because good.” “We need talk because friends.”). After each statement, the teacher leads group in identifying claim and discussion of reason.</p> <p><b>Level I Students will:</b>  <b>EEW.6.1.a.-b.</b> With guidance and support, state an argument with a claim.</p>

		Ex. Work with an adult to select a message to program on a single message voice output device and then use the device to state a claim (e.g., "This is gonna work.").
<b>W.6.1.c.</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<b>EEW.6.1.c.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>W.6.1.d.</b> Establish and maintain a formal style.	<b>EEW.6.1.d.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>W.6.1.e.</b> Provide a concluding statement or section that follows from the argument presented.	<b>EEW.6.1.e.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>W.6.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  <b>W.6.2.a.</b> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  <b>W.6.2.b.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	<b>EEW.6.2.a.-b.</b> Write to convey ideas and information including three or more facts, details, and other information.	<b>Level IV Students will:</b> <b>EEW.6.2.a.-b.</b> Write to convey ideas and information including three or more facts, details, and other information. Ex. Write a short report on a self-selected topic, provide facts about the topic, and add details and information discussed in class related to the facts. Ex. Given a familiar scenario, write about the details.  <b>Level III Students will:</b> <b>EEW.6.2.a.-b.</b> Write to convey ideas and information including two facts and details. Ex. Write a short report about an assigned topic including facts about the topic. Ex. Write about information learned in science on an assigned topic.  <b>Level II Students will:</b> <b>EEW.6.2.a.-b.</b> With guidance and support, write to convey ideas and information clearly including one facts or details. Ex. Work with peers to write a report on a science topic (e.g., The student writes about climate and the kinds of clothing we wear in different weather.).  <b>Level I Students will:</b> <b>EEW.6.2.a.-b.</b> State ideas and information including one fact or details, or other information. Ex. Use a Yes/No switch to indicate support for an idea or something a peer says should be included in the shared writing. Ex. Select illustrations to include in the shared writing project.
<b>W.6.2.c.</b> Use appropriate transitions to clarify the relationships among ideas and concepts.	<b>EEW.6.2.c.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>W.6.2.d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>EEW.6.2.d.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>W.6.2.e.</b> Establish and maintain a formal style.	<b>EEW.6.2.e.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>W.6.2.f.</b> Provide a concluding statement or section that follows from the information or explanation presented.	<b>EEW.6.2.f.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>W.6.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive	<b>EEW.6.3.</b> Select an event or personal experience and write a narrative about that includes multiple	<b>Level IV Students will:</b> <b>EEW.6.3.a.-b.</b> Select an event or personal experience and write a narrative about which includes multiple characters and multiple events in sequence.

<p>details, and well-structured event sequences.</p> <p><b>W.6.3.a.</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>W.6.3.b.</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>characters, and multiple events in sequence.</p> <p><b>EEW.6.3.a.-b.</b> Introduce the experience or situation, at least one character, and two or more events in sequence.</p>	<p><i>Ex.</i> Write about a personal experience (e.g., go to movies), write about oneself (me) and friends, and include multiple events (e.g., “go in car. By popcorn [popcorn].”).</p> <p><i>Ex.</i> After reading and discussing a non-fiction text, write about an event. (e.g., Boston Tea Party), the situation (tea tax), the actors (colonists), and the actions (got on ships, threw tea in harbor).</p> <p><b>Level III Students will:</b>  <b>EEW.6.3.a.-b.</b> Introduce the experience or situation using at least one character and two or more events in sequence.  <i>Ex.</i> Write about a personal experience (e.g., “make bns [brownies]”), writing about oneself (me) and mom (mom), and including two events (cook. eat.).  <i>Ex.</i> After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes to write about an event (e.g., Boston Tea Party), the situation (tea tax), the actors (colonists), and the actions (got on ships, threw tea in harbor).</p> <p><b>Level II Students will:</b>  <b>EEW.6.3.a.-b.</b> With guidance and support, introduce the experience or situation using at least one character and two or more events in sequence.  <i>Ex.</i> With guidance and support from a teacher who guides the student through each step of writing, write about a personal experience (e.g., going siping [shopping]).  <i>Ex.</i> After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write about them using a template (e.g., “This text is about _____. The colonists _____ <u>did what two things</u> _____ because _____ <u>what were they mad</u> about _____.”).</p> <p><b>Level I Students will:</b>  <b>EEW.6.3.a.-b.</b> With guidance and support, communicate about a personal experience.  <i>Ex.</i> With the support of an adult who gets the student’s remnant book and turns the pages, select an artifact from the remnant book (e.g., movie ticket) and then use signs and gestures to say, “me go” which the adult writes on a sticky note and reads aloud and sticks on the page in the book.  <i>Ex.</i> Having seen a photo from a field trip, use a multi-message device to communicate about the experience (“Go farm.” “Happy.”), which the teacher will write below the photo and read aloud as the student observes.</p>
<p><b>W.6.3.c.</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><b>EEW.6.3.c.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.6.3.d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p><b>EEW.6.3.d.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.6.3.e.</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>EEW.6.3.e.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>Production and Distribution of Writing.</b></p> <p><b>W.6.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for</p>	<p><b>EEW.6.4.</b> Produce writing that is appropriate for the task, purpose, or audience using the correct style and organization for the task</p>	<p><b>Level IV Students will:</b>  <b>EEW.6.4.</b> Produce writing that is appropriate for the task, purpose, or audience using the correct style and organization for the task  <i>Ex.</i> Write a thank you note.  <i>Ex.</i> Write a short research report stating the topic and providing supporting information as required by the assignment.</p>

<p>writing types are defined in standards 1–3 above.)</p>		<p><i>Ex.</i> Write a poem that has the desired language structure and content.</p> <p><b>Level III Students will:</b>  <b>EEW.6.4.</b> Produce writing that is appropriate to the task, purpose, or audience using graphic organizer.  <i>Ex.</i> Write the schedule for the day using a planner page.  <i>Ex.</i> Write an invitation using a computer template.</p> <p><b>Level II Students will:</b>  <b>EEW.6.4.</b> Produce writing that is appropriate to the task, purpose, or audience by selecting the missing parts from prepared organizer.  <i>Ex.</i> Use a letter-writing rubric or set of reminders to write a thank you note.  <i>Ex.</i> Use a ready-made set-up in multimedia software to write a short research report filling in the topic and two facts related to it.</p> <p><b>Level I Students will:</b>  <b>EEW.6.4.</b> Produce writing for a variety of purposes.  <i>Ex.</i> Write to sign name.  <i>Ex.</i> Write to respond to a direction.</p>
<p><b>W.6.5.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>EEW.6.5.</b> With guidance and support from adults and peers, plan writing and revise writing using the editing process.</p>	<p><b>Level IV Students will:</b>  <b>EEW.6.5.</b> With guidance and support from adults and peers, plan writing and revise writing using the editing process.  <i>Ex.</i> After working with the teacher to brainstorm ideas for writing, use a personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback.  <i>Ex.</i> After reading a science text, take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary, to complete the L column of a KWL chart, share it with classmates, and revise based on their feedback.</p> <p><b>Level III Students will:</b>  <b>EEW.6.5.</b> With guidance and support from adults and/or peers, plan by brainstorming and revise own writing by adding more information.  <i>Ex.</i> After working with the teacher to brainstorm ideas for writing, they are then entered in a word bank for the student to use when writing, and add more information to own writing after sharing and getting suggestions from peers.  <i>Ex.</i> After working with peers to brainstorm ideas for writing with the information in graphic organizer software, use the software to transform the organizer into an outline and add to the ideas in the outline.  <i>Ex.</i> After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.</p> <p><b>Level II Students will:</b>  <b>EEW.6.5.</b> With guidance and support from adults and peers, plan by brainstorming to strengthen own writing.  <i>Ex.</i> Work with the teacher to read something the students have already written and brainstorm ideas of things to add to strengthen the writing.  <i>Ex.</i> Work with peers to brainstorm ideas for writing and put the information in graphic organizer software.  <i>Ex.</i> Work with the teacher and peers in writing groups to listen to each group member respond (“What I liked best about your writing _____,” “One question I have is _____,” and “One suggestion I have is _____.”), and use that feedback to revise draft with teacher guidance.</p> <p><b>Level I Students will:</b>  <b>EEW.6.5.</b> With guidance and support from peers and adults, write.  <i>Ex.</i> With guidance and support from peers, select words from a word bank for writing.</p>

		<p><i>Ex.</i> With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet (“Tell me the next one.”) and write desired letters (“Write that one for me.”).</p>
<p><b>W.6.6.</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p><b>EEW.6.6.</b> Use technology, including the Internet, to produce writing as well as interacting and collaborating with others.</p>	<p><b>Level IV Students will:</b>  <b>EEW.6.6.</b> Use technology, including the Internet, to produce writing as well as interacting and collaborating with others.  <i>Ex.</i> Work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.  <i>Ex.</i> In a science lesson, after visiting a topically relevant website, use a talking word processor to draft notes, and then share what was learned with peers.</p> <p><b>Level III Students will:</b>  <b>EEW.6.6.</b> Use technology, including the Internet, to produce writing as well as interacting and collaborating with others.  <i>Ex.</i> Navigate the Internet (e.g., using screen reader software), identify information about the selected topic, and use the information to write (e.g., using a talking word processor with a keyboard), and share what was learned with classmates.  <i>Ex.</i> Select images from the Internet and write about the images (e.g., using a talking word processor and word prediction software) and share what is learned with classmates.  <i>Ex.</i> Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.  <i>Ex.</i> In a science lesson, after visiting websites designated by the teacher, use talking word processor to draft notes and then share what was learned with peers.</p> <p><b>Level II Students will:</b>  <b>EEW.6.6.</b> Use technology, including the Internet, to produce writing as well as interacting and collaborating with others.  <i>Ex.</i> Working with an adult, navigate the Internet to identify images to use in writing about a self-selected topic and interact with the teacher about each image and copy/paste selected pictures into writing project.  <i>Ex.</i> Work with a group of peers to complete a research project, selecting images from the Internet and writing about the topic using talking word processors with peers helping the student stretch out the sounds in words to type words using word prediction software.</p> <p><b>Level I Students will:</b>  <b>EEW.6.6.</b> Use technology to participate in group writing projects.  <i>Ex.</i> Use a switch to say “I like that.” (if they choose) when asked by group members what they think of pictures and text being developed by a small group.  <i>Ex.</i> Use a camera to capture pictures that are then used in a story being developed by a small group and indicate “yes” or “no” when asked if accompanying text written by the group seems on target.</p>
<p><b>Research to Build and Present Knowledge.</b></p> <p><b>W.6.7.</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>EEW.6.7.</b> Conduct research to answer a question based on two or more sources of information.</p>	<p><b>Level IV Students will:</b>  <b>EEW.6.7.</b> Conduct research to answer a question based on several sources of information.  <i>Ex.</i> Conduct research using the Internet to gather information from several sources on a topic assigned by the teacher (e.g., The teacher asks students to identify the habitat and eating habits of prey and the student reads multiple websites to identify the information before writing the answer).  <i>Ex.</i> Use sticky notes to mark pages in several books where there is relevant information (e.g., what led to the Boston Tea Party?), and then write that information in a group research project.</p> <p><b>Level III Students will:</b>  <b>EEW.6.7.</b> Conduct research to answer a question based on two or more sources of information.</p>

		<p><i>Ex.</i> Research two texts provided by the teacher to answer questions on an assigned topic (e.g., The teacher asks students to identify the habitat and eating habits of prey and gives students two texts that have the answers in it. Students read the texts in order to find the answers.).</p> <p><i>Ex.</i> Research two web pages provided by the teacher to locate answers to questions on an assigned topic (e.g., The teacher creates a ready-made set-up for the interactive whiteboard that first presents a question, then presents a webpage that includes the answer, the student reads the question, the webpage, and then writes an answer to the question, then advances to the next web page and repeats the process.).</p> <p><b>Level II Students will:</b>  <b>EEW.6.7.</b> With guidance and support, conduct research to answer a question based on one source of information.  <i>Ex.</i> Use a webpage and a word bank provided by the teacher to answer questions in slot-filler sentences to write about information found (e.g., The teacher creates a ready-made set-up for the interactive whiteboard that first presents a question, then presents a webpage that includes the answer, and a word bank with fill-in-the-blank sentences to support writing. The student reads the question and web page using the screen reader and then writes an answer to the question using the word bank.).  <i>Ex.</i> Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project.</p> <p><b>Level I Students will:</b>  <b>EEW.6.7.</b> Participate in group research and writing activities.  <i>Ex.</i> During a shared reading/writing lesson, use a single message voice output device to say, “Write that down,” when the teacher reads information that is important, and listen and observe as the teacher reads it aloud and points to the words.  <i>Ex.</i> Use a multiple message voice output device to ask questions programmed by the teacher (e.g., “What does it say? Is that good? Should we look at something else?”) that guides the group in completing the research project.  <i>Ex.</i> Explore two web pages with peers using a screen reader, choose one piece of information from each, type letters about them while Level III or II peers type short notes, and read them aloud.</p>
<p><b>W.6.8.</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p><b>EEW.6.8.</b> Identify quotes from print or digital sources that provide information about a topic paraphrasing the information and identifying sources.</p>	<p><b>Level IV Students will:</b>  <b>EEW.6.8.</b> Identify quotes from print or digital sources that provide information about a topic paraphrasing the information and identifying sources.  <i>Ex.</i> Given a passage projected on an interactive whiteboard, highlight portions that provide information about the topic and write notes on the information they provide.  <i>Ex.</i> Given a book, mark informative quotes with sticky notes and write notes on the information they provide.</p> <p><b>Level III Students will:</b>  <b>EEW.6.8.</b> Identify quotes from print or digital sources that provide information about a topic identify the source of quote.  <i>Ex.</i> Given a selection of quotes from a text on a given topic, identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean.</p> <p><b>Level II Students will:</b>  <b>EEW.6.8.</b> Identify quotes on a given topic from a familiar print or digital source.  <i>Ex.</i> After engaging in shared or guided reading of a text about a given topic, identify quotes that did and did not come from the text.</p> <p><b>Level I Students will:</b>  <b>EEW.6.8.</b> While engaging in shared reading of a text, identify words related to a topic.  <i>Ex.</i> Use a single message voice output device during shared reading to say, “That’s one” when the teacher reads words related to the given topic, and the teacher adds the words to a book chart, reading them aloud as the student observes and listens.</p>
<p><b>W.6.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>EEW.6.9.</b> Use at least two pieces of information from literary and informational text to support writing.</p>	<p><b>Level IV Students will:</b>  <b>EEW.6.9.a.</b> Use at least two pieces of information from literary and informational text to support writing.</p> <p><b>Level III Students will:</b></p>

<p><b>W.6.9.a.</b> Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.”).</p>	<p><b>W.6.9.a.</b> Apply <i>Essential Elements of Grade 6 Reading Standards</i> to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”).</p>	<p><b>EEW.6.9.a.</b> Use information from literary and informational text to support writing.  <i>Ex.</i> After reading a book and watching a video version of the same story, write to describe what they like and did not like about the different presentations (e.g., “like pictures in book,” “like to watch movies”).  <i>Ex.</i> After reading two versions of the Cinderella story, complete a same/different chart, listing similarities and differences in the two sources.  <i>Ex.</i> After reading a poem and listening to the poet read it aloud, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the two experiences and what is the same.</p> <p><b>Level II Students will:</b> Identify information from literary and informational text to support writing.  <b>EEW.6.9.a.</b> Identify information from literary and informational text to support writing.  <i>Ex.</i> Write words or phrases from a list to identify what is the same between a text and a video of the same story.  <i>Ex.</i> After reading two versions of the Cinderella story, complete a same/different chart with teacher guidance and support, list similarities and differences in the two sources.  <i>Ex.</i> After reading a poem and listening to the poet read it aloud, with teacher guidance and support, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the two experiences and what is the same.</p> <p><b>Level I Students will:</b>  <b>EEW.6.9.a.</b> With guidance and support, participate in shared writing activities that follow up shared reading activities.  <i>Ex.</i> During a shared reading/writing lesson, use a single message voice output device to say, “Write that down,” when the teacher reads a detail or idea that is important and listens and observes as the teacher writes the words and reads them aloud.  <i>Ex.</i> During shared reading of text projected on an interactive whiteboard, indicate with “yes” or “no” whether they think highlighted text chosen by peers is important and listen as peers defend choice in text.</p>
<p><b>W.6.9.b.</b> Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p><b>EEW.6.9.b.</b> Apply <i>Essential Elements of Grade 6 Reading Standards</i> to informational text “Distinguish claims in a text supported by reason from those that are not supported.</p>	<p><b>Level IV Students will:</b>  <b>EEW.6.9.b.</b> Distinguish claims in a text supported by reason from those that are not supported.  <i>Ex.</i> After reading or watching an advertisement list which claims were supported by reason and which were not.</p> <p><b>Level III Students will:</b>  <b>EEW.6.9.b.</b> Distinguish claims in a text supported by reason.  <i>Ex.</i> Write a claim found in a website ad and list reasons it is exaggerated.</p> <p><b>Level II Students will:</b>  <b>EEW.6.9.b.</b> Match claims in a text to a reason.  <i>Ex.</i> Match a statement in a text to a fact.</p> <p><b>Level I Students will:</b>  <b>EEW.6.9.b.</b> Participate in shared writing activities that build on shared reading activities.  <i>Ex.</i> During a shared reading/writing lesson, use a single message voice output device to say, “Write that down,” when the teacher reads information that is important, and then listen and observe as the teacher writes it and reads it aloud.  <i>Ex.</i> During shared reading of text projected on an interactive whiteboard, indicate with “yes” or “no” whether they think highlighted text chosen by peers is important and listen as peers defend choice in text, important to include in group writing.</p>
<p><b>W.6.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>EEW.6.10.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>

**Speaking and Listening**

<p><b>Comprehension and Collaboration.</b></p> <p><b>SL.6.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL.6.1.a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><b>EESL.6.1</b> Prepare for discussions through prior study as evidenced by the preparation of notes or other support materials.</p> <p><b>EESL.6.1.a.</b> Prepare for discussion through prior study.</p>	<p><b>Level IV Students will:</b>  <b>EESL.6.1.a.</b> Prepare for discussions through prior study as evidenced by the preparation of notes or other support materials.  <i>Ex.</i> Get ready for a discussion with peers by reading a text, highlighting the important parts or writing key ideas on sticky notes.  <i>Ex.</i> Get ready for a discussion on a science topic by watching a video while marking key ideas on a listening guide provided by the teacher.</p> <p><b>Level III Students will:</b>  <b>EESL.6.1.a.</b> Prepare for discussion through prior study.  <i>Ex.</i> Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., find a fact about rocks).  <i>Ex.</i> Prepare for a discussion about a science topic by watching a video on the topic prior to the discussion.  <i>Ex.</i> Prepare for a discussion by using the Internet to view information on the topic to be discussed.</p> <p><b>Level II Students will:</b>  <b>EESL.6.1.a.</b> Prepare for discussions by reviewing previously completed assignments.  <i>Ex.</i> Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., find a fact about rocks).  <i>Ex.</i> Prepare for a discussion by preprogramming or organizing messages on a voice output communication device.  <i>Ex.</i> Prepare for a discussion by making a list of ideas, words, or information to share.</p> <p><b>Level I Students will:</b>  <b>EESL.6.1.a.</b> With support, review pictures, symbols, objects, or artifacts to use in a discussion.  <i>Ex.</i> Prior to participating in a discussion on a science topic, interact with a variety of illustrations or objects related to the topic (e.g., look at a picture of Stonewall Jackson before the teacher discusses the Battle of Bull Run).  <i>Ex.</i> Prior to participating in a discussion, preview pre-stored messages on a multiple message communication device with a peer.</p>
<p><b>SL.6.1.b.</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p><b>EESL.6.1.b.</b> Follow simple, agreed-upon rules for discussions and carry out an assigned role</p>	<p><b>Level IV Students will:</b>  <b>EESL.6.1.b.</b> Follow simple, agreed-upon rules for discussions and carry out an assigned role.  <i>Ex.</i> Having been assigned a role for a literature circle discussion, fulfill a role in the group.  <i>Ex.</i> Per the class norms for discussions, use "I" statements, wait for a peer to finish before talking, and restate when asked.</p> <p><b>Level III Students will:</b>  <b>EESL.6.1.b.</b> Follow simple, agreed-upon rules for discussions and contribute information.  <i>Ex.</i> Given an object to help the group insure that only one student is talking at a time, listen while peers are talking and share own ideas when holding the object.</p> <p><b>Level II Students will:</b>  <b>EESL.6.1.b.</b> Contribute to classroom discussions.  <i>Ex.</i> Use a multiple message voice output device to add comments during a discussion offered spontaneously without attention to rules.  <i>Ex.</i> Add to the discussion when directly prompted to (e.g., "Tell us what you think.").</p> <p><b>Level I Students will:</b>  <b>EESL.6.b.</b> When prompted, add prepared information to a discussion.  <i>Ex.</i> Use a single message voice output device to add to a discussion when asked.  <i>Ex.</i> When prompted, look at a picture drawn in preparation for the discussion and tell the group about it.</p>

<p><b>SL.6.1.c.</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><b>EESL.6.1.c.</b> Ask and answer questions specific to the topic, text, or issue under discussion.</p>	<p><b>Level IV Students will:</b>  <b>EESL.6.1.c.</b> Ask and answer questions specific to the topic, text, or issue under discussion and include details when answering questions.  <i>Ex.</i> During a discussion with peers about a text, answer specific questions about the topic and provide details.  <i>Ex.</i> During a discussion with peers about current events, ask specific questions (e.g., “What happened to him?”) and answer questions with details (e.g., “Lots of animals in park. Bear. Buffalo.”).</p> <p><b>Level III Students will:</b>  <b>EESL.6.1.c.</b> Ask and answer questions specific to the topic, text, or issue under discussion.  <i>Ex.</i> During a discussion with peers about a text, ask specific questions about the comments of peers (e.g., “Why did she do that?”) and answer questions when asked by peers (e.g., “What do you think?”).  <i>Ex.</i> During a discussion with peers about current events, ask specific questions (e.g., “What happened to him?”) and answer questions (e.g., “Have you ever been there?”).</p> <p><b>Level II Students will:</b>  <b>EESL.6.1.c.</b> Answer questions about the topic under discussion.  <i>Ex.</i> Respond to others when addressed during a discussion.  <i>Ex.</i> During a discussion, respond to a question using a message on a multiple message voice output device.  <i>Ex.</i> During a discussion, respond to a question by combining symbols on a multiple message voice output device.</p> <p><b>Level I Students will:</b>  <b>EESL.6.1.c.</b> Answer questions during a discussion using preprogrammed or practiced responses.  <i>Ex.</i> During a discussion, respond to a question using a message on a single message voice output device.  <i>Ex.</i> During a discussion, respond to a question by looking at a symbol from an array that has been used to rehearse the question prior to the discussion.</p>
<p><b>SL.6.1.d.</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><b>EESL.6.1.d.</b> Restate key ideas expressed from two perspectives in the discussion including own ideas.</p>	<p><b>Level IV Students will:</b>  <b>EESL.6.1.d.</b> Restate key ideas expressed from two perspectives in the discussion including own ideas.  <i>Ex.</i> After a discussion about a book chapter, restate two key ideas when the teacher asks, “Tell me two important things to remember about the chapter.” Then, respond correctly when the teacher asks, “What key ideas did you think of?”  <i>Ex.</i> After a discussion about the results of a science experiment, use a multiple message voice output device to restate key ideas including own ideas (e.g., “Lincoln was president in Civil War. Lincoln was great president.”).</p> <p><b>Level III Students will:</b>  <b>EESL.6.1.d</b> Restate key ideas expressed from two perspectives in the discussion.  <i>Ex.</i> After a discussion about a book chapter, restate two key ideas when the teacher asks, “Tell me two important things to remember about the chapter.”  <i>Ex.</i> After a discussion about the results of a science experiment, use a multiple message voice output device to restate key ideas.</p> <p><b>Level II Students will:</b>  <b>EESL.6.1.d.</b> Identify key ideas expressed in the discussion.  <i>Ex.</i> After participating in a discussion, identify from a list of statements the key ideas that were discussed.  <i>Ex.</i> After participating in a discussion during which the teacher lists ideas, identify those from the list that were key to the discussion.</p> <p><b>Level I Students will:</b>  <b>EESL.6.1.d.</b> Identify a key issue after the discussion.  <i>Ex.</i> After a discussion from which the teacher creates a visual display of the key ideas that are shared, identify from the visual display a key idea.</p>

<p><b>SL.6.2.</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><b>EESL.6.2.</b> Identify information presented in graphical, oral, visual, or multimodal formats and explain its relation to a topic or text.</p>	<p><b>Level IV Students will:</b>  <b>EESL.6.2.</b> Identify information presented in graphical, oral, visual, or multimodal formats and explain its relation to a topic or text.  <i>Ex.</i> When shown an illustration to support a topic being discussed in class, point to various parts of the illustrations and tell how it relates to the topic.  <i>Ex.</i> When shown a graphic organizer completed by the group displaying the main idea and details from a book, describe how the details relate to the main idea.</p> <p><b>Level III Students will:</b>  <b>EESL.6.2.</b> Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text.  <i>Ex.</i> When shown an illustration to support a topic being discussed in class, point to various parts of the illustrations that relate to the topic.  <i>Ex.</i> When shown an animation (e.g., a plant growing), identify the information that is depicted (e.g., seed planted, roots grow, stem forms, etc.).</p> <p><b>Level II Students will:</b>  <b>EESL.6.2.</b> Identify graphical, oral, visual, or multimodal displays that relate to a topic or text.  <i>Ex.</i> When shown several illustrations from an informational text, identify one that relates to the topic being discussed.  <i>Ex.</i> When shown an array of animations (e.g., a plant growing), identify one that relates to the topic.</p> <p><b>Level I Students will:</b>  <b>EESL.6.2.</b> Match a missing element to the appropriate oral, visual, or multimodal display.  <i>Ex.</i> Given a choice of three words, select the appropriate word to complete a sentence a teacher reads from a familiar text.  <i>Ex.</i> Given a picture of a leaf from a plant, identify the photo from which the leaf is missing.</p>
<p><b>SL.6.3.</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>EESL.6.3.</b> Identify points the speaker makes that are supported by evidence.</p>	<p><b>Level IV Students will:</b>  <b>EESL.6.3.</b> Identify the argument or claim a speaker makes that is supported by evidence.  <i>Ex.</i> When a guest speaker leaves the class, tell the teacher what the speaker talked about (e.g., “Community-based recycling is important.”) and points the speaker gave to support it.  <i>Ex.</i> After listening to the principal explain the new rules about lunch, tell that the principal explained the new lunch rules and state two reasons why the rules were changed.</p> <p><b>Level III Students will:</b>  <b>EESL.6.3.</b> Identify points that the speaker makes to support an argument or claim.  <i>Ex.</i> When asked why the speaker thinks community-based recycling is important, identify two points the speaker gave.  <i>Ex.</i> After listening to the principal explain the new rules about lunch, tell two reasons why the rules were changed.</p> <p><b>Level II Students will:</b>  <b>EESL.6.3.</b> Identify the main point a speaker makes.  <i>Ex.</i> When given three choices (e.g., community-based recycling: [1] is important for everyone, [2] saves resources, and [3] reduces waste.), indicate, when asked, that the speaker’s main point was that community- based recycling is important for everyone.  <i>Ex.</i> After listening to the principal explain the new rules about lunch and provided with three choices (e.g., new rules, change of the lunch menu, bad behavior in the lunch room), identify the new rules as the main point of the principal’s comments.</p> <p><b>Level I Students will:</b>  <b>EESL.6.3.</b> Recognize speaker.  <i>Ex.</i> Establish eye gaze with the speaker when spoken to.  <i>Ex.</i> Face toward the speaker while he or she is speaking.  <i>Ex.</i> Nod or otherwise acknowledge the speaker when directly addressed.</p>
<p><b>Presentation of Knowledge and Ideas.</b></p>		

<p><b>SL.6.4.</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>EESL.6.4.</b> Present findings, including descriptions, facts, or details related to a topic; use appropriate eye contact and adequate volume.</p>	<p><b>Level IV Students will:</b>  <b>EESL.6.4.</b> Present own findings, including descriptions, facts, or details related to a topic, use appropriate eye contact and adequate volume.  <i>Ex.</i> State the topic of one’s own presentation and share specific descriptions of facts and details related to the topic.  <i>Ex.</i> Using a multimedia presentation on an interactive whiteboard, present self-selected pictures of rocks and minerals, and present facts or details about each.</p> <p><b>Level III Students will:</b>  <b>EESL.6.4.</b> Present findings, including descriptions, facts, or details related to a topic, use appropriate eye contact and adequate volume.  <i>Ex.</i> After working with a group to create a presentation on rocks and minerals, present the findings, including details regarding the rocks and mineral samples that are being passed around the class.  <i>Ex.</i> After working with an adult to create a report on a self-selected topic, present the report, including a clear statement of the topic and facts related to it.</p> <p><b>Level II Students will:</b>  <b>EESL.6.4.</b> Present findings, including details related to a familiar, personally relevant topic.  <i>Ex.</i> After working with a group to create a presentation on hobbies, present one or two details.  <i>Ex.</i> Show the class own collection and tell details related to it.</p> <p><b>Level I Students will:</b>  <b>EESL.6.4.</b> Indicate a detail from a presentation on a selected topic.  <i>Ex.</i> Use a switch to indicate whether a detail was in a recent media presentation.  <i>Ex.</i> During a media presentation, vocalize or gesture to communicate when a detail is stated.</p>
<p><b>SL.6.5.</b> Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.</p>	<p><b>EESL.6.5.</b> Create an auditory, visual, or tactual display to enhance and clarify information in the presentations.</p>	<p><b>Level IV Students will:</b>  <b>EESL.6.5.</b> Create an auditory, visual, or tactual display to enhance and clarify information in the presentations.  <i>Ex.</i> In a presentation about different types of trees, make a drawing that shows the similar parts of all trees.  <i>Ex.</i> Create a playlist of music to enhance and clarify the information in a presentation.</p> <p><b>Level III Students will:</b>  <b>EESL.6.5.</b> Select an auditory, visual, or tactual display to clarify the information in presentations.  <i>Ex.</i> Select from a gallery, a display to use in a presentation that shows different foods derived from corn.  <i>Ex.</i> Select illustrations or photos that show the parts of plants and clearly differentiate each part from the others.</p> <p><b>Level II Students will:</b>  <b>EESL.6.5.</b> Select an auditory, visual, or tactual display to accompany a presentation.  <i>Ex.</i> Choose a display from a provided array related to the topic of the presentation, such as a picture of a cat to go with a presentation on felines.  <i>Ex.</i> Selects pictures or illustrations of plants to accompany a presentation on the parts of plants.</p> <p><b>Level I Students will:</b>  <b>EESL.6.5.</b> Select from an array of appropriate auditory, visual, or tactual display to accompany a presentation.  <i>Ex.</i> Given a choice of three pictures of plants, choose one for the group to use in its presentation on plants.  <i>Ex.</i> Given a choice of two quartz rocks, choose one for the group to pass around to the audience during their presentation on rocks and minerals.</p>

<p><b>SL.6.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>EESL.6.6.</b> Use formal and informal language as appropriate to the communication partner and situation.</p>	<p><b>Level IV Students will:</b>  <b>EESL.6.6.</b> Shift between formal and informal language as appropriate to the communication partner and situation.  <i>Ex.</i> When talking with adults and peers in a group, shift between informal language to casually agree with comments and formal language to state own opinion.  <i>Ex.</i> At the beginning of a class period, chat informally with peers, but shift to formal language when the teacher begins the class and asks a direct question.</p> <p><b>Level III Students will:</b>  <b>EESL.6.6.</b> Use formal and informal language as appropriate to the communication partner and situation.  <i>Ex.</i> Revise comment using formal language when clarification of informal language is requested.  <i>Ex.</i> Use formal language to present information and then shift to informal language to respond to feedback from peers when done.  <i>Ex.</i> Respond formally to questions posed by unfamiliar others.</p> <p><b>Level II Students will:</b>  <b>EESL.6.6.</b> Use formal and informal language.  <i>Ex.</i> Use phrases and informal expressions in responding to peers.  <i>Ex.</i> Revise comment using formal language when asked to say something another way.</p> <p><b>Level I Students will:</b>  <b>EESL.6.6.</b> With support as needed, use symbolic language to communicate informally with others.  <i>Ex.</i> Select a picture symbol to communicate a choice in activities.  <i>Ex.</i> Hand an object to a teacher to communicate a choice in activities.</p>
<p><b>Language</b></p>		
<p><b>Conventions of Standard English.</b></p> <p><b>L.6.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.6.1.a.</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<p><b>EEL.6.1.</b> Demonstrate standard English grammar and usage when communicating.</p> <p><b>EEL.6.1.a.</b> Use personal pronouns (e.g., he, she, they) correctly.</p>	<p><b>Level IV Students will:</b>  <b>EEL.6.1.a.</b> Use names <i>and</i> pronouns interchangeably when communicating about specific people, places, or things.  <i>Ex.</i> Use names and pronouns when talking to a peer about another student (e.g., The student is talking about another student and says, “John got cake.” The teacher replies, “He did? Did he like it?” The student replies, “Yeah, he like it.”).</p> <p><b>Level III Students will:</b>  <b>EEL.6.1.a.</b> Use personal pronouns (e.g., he, she, they) correctly.  <i>Ex.</i> Identify self and others in the classroom through corresponding pronouns.</p> <p><b>Level II Students will:</b>  <b>EEL.6.1.a.</b> Uses personal pronoun correctly to refer to self (e.g., I, me, we).  <i>Ex.</i> Use <i>I</i> or <i>we</i> when speaking about oneself (e.g., The teacher asks, “Who wants to go?” and the student replies, “Me!”)  <i>Ex.</i> Use <i>I</i>, <i>me</i>, or <i>we</i> to refer to oneself in written communication (e.g., write simple text with a repeated sentence frame, “I like . . . .”  <i>Ex.</i> Use a switch or step-by-step with sentence frames that use “I,” “me,” and “we” to refer to oneself and groups that include oneself (e.g., Write simple text with a sentence frame, “We are . . . .”).</p> <p><b>Level I Students will:</b>  <b>EEL.6.1.a.</b> With guidance and support, use “me” to refer to self.  <i>Ex.</i> With guidance and support, make requests for oneself as “I” or “me” (e.g., The teacher is passing out materials for a project and asks, “Who wants one?” and support the student in placing hand on chest to sign “me.”</p>

		<i>Ex. With guidance and support, answer questions using “I” or “me” to refer to oneself (e.g., Students are waiting in line for a turn and the teacher asks, “Who is next?” The student responds, “Me!”) using words or single message voice output device.</i>
<b>L.6.1.b.</b> Use intensive pronouns (e.g., myself, ourselves).	<b>EEL.6.1.b.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.6.1.c.</b> Recognize and correct inappropriate shifts in pronoun number and person.	<b>EEL.6.1.c.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.6.1.d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	<b>EEL.6.1.d.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.6.1.e.</b> Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.	<b>EEL.6.1.e.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.6.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>L.6.2.a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements. *[sic]	<b>EEL.6.2.</b> Demonstrate understanding of the conventions of standard English when writing.  <b>EEL.6.2.a.</b> Use correct end punctuation.	<b>Level IV Students will:</b> <b>EEL.6.2.a.</b> Use correct end punctuation. <i>Ex. Write an email to a pen pal and includes questions about the pal’s life.</i>  <b>Level III Students will:</b> <b>EEL.6.2.a.</b> Use question marks at the end of written questions. <i>Ex. Tells teacher to use a question mark at the end of a question in a shared writing activity.</i>  <b>Level II Students will:</b> <b>EEL.6.2.a.</b> Distinguish between question marks and periods in written text. <i>Ex. During a shared reading activity, the teacher points to ending punctuation in the text and asks, “What is this?”</i>  <b>Level I Students will:</b> <b>EEL.6.2.a.</b> Responds to simple questions. <i>Ex. After the teacher provides a choice of two items and asks, “What do you want?” respond by making a choice.</i> <i>Ex. During shared reading of a text with a repeated line, when the teacher asks, “What happens next?” use a single message device to say the repeated line.</i>
<b>L.6.2.b.</b> Spell correctly.	<b>EEL.6.2.b.</b> Use complete phonetic representations (initial, final, medial) when spelling untaught words, drawing on common spelling patterns as appropriate.	<b>Level IV Students will:</b> <b>EEL.6.2.b.</b> Use complete phonetic representations (initial, final, medial) when spelling untaught words, drawing on common spelling patterns as appropriate. <i>Ex. When writing in a journal, spell the word “dragon” phonetically (e.g., dragun).</i> <i>Ex. When writing, spell the word “luck” phonetically (e.g., luk).</i>  <b>Level III Students will:</b> <b>EEL.6.2.b.</b> Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns. <i>Ex. Spell words looking for relationships and or common spelling patterns (e.g., light is spelled lite).</i> <i>Ex. Use a set of key words that have common spelling patterns as a support in spelling untaught words (e.g., uses the keyword “back” to help spell the word “rack”).</i>  <b>Level II Students will:</b>

		<p><b>EEL.6.2.b.</b> Identify beginning, medial, and ending word sounds.  <i>Ex.</i> Spell “man” when the teacher reads a word that is spelled with a common spelling pattern (e.g., can), and says, “Use <i>can</i> to help you spell <i>man</i>.”  <i>Ex.</i> Write several words that fit in the same word family with a given word (e.g., cat: bat, fat, pat, sat).</p> <p><b>Level I Students will:</b>  <b>EEL.6.2.b.</b> Identify beginning and ending word sounds.  <i>Ex.</i> Point to letters on a bulletin board in the hallway when asked, “Where are the letters?”  <i>Ex.</i> Point to text when asked to show me the words to read in a book.</p>
<p><b>Knowledge of Language.</b></p> <p><b>L.6.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.6.3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.*[sic]</p>	<p><b>EEL.6.3.</b> Use language to achieve desired meaning in communication.</p> <p><b>EEL.6.3.a.</b> Vary the use of language when the listener or reader does not understand the initial attempt.</p>	<p><b>Level IV Students will:</b>  <b>EEL.6.3.a.</b> Vary the use of language and provide additional information when the listener or reader does not understand the initial communication effort.  <i>Ex.</i> Provide additional information when the initial attempt to communicate is not understood fully.</p> <p><b>Level III Students will:</b>  <b>EEL.6.3.a.</b> Vary the use of language when the listener or reader does not understand the initial attempt.  <i>Ex.</i> Make a comment in a different way when trying to make a comment during a lesson, but when it is not clear what is meant.  <i>Ex.</i> Shift to anC (Augmentative and Alternative Communication) system to clarify when speech is used to ask a question, but the question is not understood.</p> <p><b>Level II Students will:</b>  <b>EEL.6.3.a.</b> Use language to achieve meaning when communicating.  <i>Ex.</i> Use individual communication system to express feelings.  <i>Ex.</i> Communicate desired want or need (provided with visuals as needed).</p> <p><b>Level I Students will:</b>  <b>EEL.6.3.a.</b> Acknowledge and respond to communication.  <i>Ex.</i> Change affect in response to a communication from someone else – smile, eye gaze, or some form of communication.</p>
<p><b>L.6.3.b.</b> Maintain consistency in style and tone.</p>	<p><b>EEL.6.3.b.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>Vocabulary Acquisition and Use.</b></p> <p><b>L.6.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L.6.4.a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><b>EEL.6.4.</b> Demonstrate knowledge of vocabulary drawn from reading and content areas.</p> <p><b>L.6.4.a.</b> Use context to identify the meaning of a word or phrase.</p>	<p><b>Level IV Students will:</b>  <b>EEL.6.4.a.</b> Use context to determine the meaning of a new word or phrase.  <i>Ex.</i> Given a sentence with an underlined word, replace the underlined word with another word that has the same meaning.</p> <p><b>Level III Students will:</b>  <b>EEL.6.4.a.</b> Use context to identify which word in an array of content-related words complete a sentence correctly.  <i>Ex.</i> Complete a maze task.</p> <p><b>Level II Students will:</b>  <b>EEL.6.4.a.</b> Match vocabulary to meaning.  <i>Ex.</i> Match a word to its meaning.</p>

		<p>Ex. Match a picture to word.</p> <p><b>Level I Students will:</b>  <b>EEL.6.4.a.</b> Demonstrate an understanding of the meaning of common words.  Ex. Identify an object named by an adult (e.g., During a science unit on recycling, student identifies a bottle from a field of three objects when requested.).</p>
<b>L.6.4.b.</b> Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	<b>EEL.6.4.b.</b> Not Applicable.	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<b>L.6.4.c.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>EEL.6.4.c</b> Use reference materials for clarification of unfamiliar words.	<p><b>Level IV Students will:</b>  <b>EEL.6.4.c.</b> Use reference materials for clarification of unfamiliar words.  Ex. Students will use the dictionary on the e-reader to define unfamiliar words.</p> <p><b>Level III Students will:</b>  <b>EEL.6.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.  Ex. While reading, point to an unfamiliar word and ask, “What’s that?”  Ex. While reviewing vocabulary for a shared writing activity and the teacher finishes with a word that is unknown, say, “What?”</p> <p><b>Level II Students will:</b>  <b>EEL.6.4.c.</b> Recognize a new word when encountered while reading or communicating.  Ex. While reading with a teacher, point to a word indicating that it is the new word they just learned.</p> <p><b>Level I Students will:</b>  <b>EEL.6.4.c.</b> Asks for help when needed.  Ex. Indicate need for help by raising hand, hitting switch, etc.  Ex. Indicate “yes” or “no” when asked, “Do you understand?” or “Do you have any questions?”  Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.</p>
<b>L.6.4.d.</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>EEL.6.4.d.</b> Not Applicable.	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.6.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.6.5.a.</b> Interpret figures of speech (e.g., personification) in context.</p>	<p><b>EEL.6.5.</b> Use figurative language and word relationships correctly.</p> <p><b>EEL.6.5.a.</b> Interpret figurative language (e.g., The man was as big as a tree.).</p>	<p><b>Level IV Students will:</b>  <b>EEL.6.5.a.</b> Use figurative language and word relationships correctly.  Ex. Tell the teacher her hands are “as cold as ice” or that he is “hungry as a bear.”  Ex. Navigate independently to preprogrammed message in anC (Augmentative and Alternative Communication) system to tell someone that the bus lift is “slow as a snail.”</p> <p><b>Level III Students will:</b>  <b>EEL.6.5.a.</b> Demonstrate understanding of figurative language and word relationships.  Ex. Respond “huge,” “really big,” etc. when asked what is meant by “A man was as big as a tree.”  Ex. Choose “fast” from word choices when asked what is meant by “The girl ran like the wind.”</p> <p><b>Level II Students will:</b>  <b>EEL.6.5.a.</b> Identify word relationships.  Ex. Work with the teacher to make a list of words to use instead of “said” when writing.</p>

		<p><b>Level I Students will:</b>  <b>EEL.6.5.a</b> Given the category, sort words.  <i>Ex.</i> Select all of the animals from a display.</p>
<p><b>L.6.5.b.</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p><b>EEL.6.5.b.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.6.5.c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>	<p><b>EEL.6.5.c.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.6.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>EEL.6.6.</b> Acquire and use general academic and domain-specific words and phrases.</p>	<p><b>Level IV Students will:</b>  <b>EEL.6.6.</b> Acquire and use general academic and domain-specific words and phrases.  <i>Ex.</i> Use graphic organizers to generalize and sort old versus new words.</p> <p><b>Level III Students will:</b>  <b>EEL.6.6.</b> Appropriately use and understand general academic and domain specific words and phrases.  <i>Ex.</i> In a group setting, participate in a graphic organizer activity or discussions (number of responses).</p> <p><b>Level II Students will:</b>  <b>EEL.6.6.</b> Demonstrate understanding of general academic and domain-specific words.  <i>Ex.</i> Fill in the blank with a word choice to answer a question about the characters in a story.  <i>Ex.</i> Select a symbol or picture to represent a word in science.</p> <p><b>Level I Students will:</b>  <b>EEL.6.6.</b> Identify pictures and other symbols that represent general academic and domain-specific words.  <i>Ex.</i> After the teacher uses photographs to teach new vocabulary, point to a picture that represents a word in the lesson when asked.</p>

# 2014 WYOMING ENGLISH LANGUAGE ARTS EXTENDED STANDARDS AND ACHIEVEMENT DESCRIPTORS FOR GRADE 7

2012 WyCPS ELA Standards	2014 Wyoming Content Extended Standards <small>EE = Essential Element</small>	Instructional Achievement Level Descriptors
<b>Reading (Literature)</b>		
<b>Key Ideas and Details.</b>		
<p><b>RL.7.1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>EERL.7.1.</b> Cite text to draw inferences from stories and poems.</p>	<p><b>Level IV Students will:</b>  <b>EERL.7.1.</b> Cite textual evidence to determine what is inferred versus what is explicit.  <i>Ex.</i> Cite explicit information (“It rained for three days.”) and details that support the inference that there will be flooding (“The river was high. The people in town were hauling sandbags.”).</p> <p><b>Level III Students will:</b>  <b>EERL.7.1.</b> Cite text to draw inferences from stories and poems.  <i>Ex.</i> Point to, underline, or highlight the text used when drawing a simple inference about a short passage (e.g., The inference that the man was sorry he did it is supported by the details in the text that say he couldn’t sleep, he decided to apologize, and he knew he’d never do it again.).  <i>Ex.</i> Draw a simple inference from a specific text in a passage (e.g., bad boy).</p> <p><b>Level II Students will:</b>  <b>EERL.7.1.</b> Cite text to support what the text says explicitly.  <i>Ex.</i> Select the details from an array of choices that relate to an explicit point about the text.  <i>Ex.</i> Point to, highlight, or otherwise indicate details in the text in the story that support what the text says explicitly.</p> <p><b>Level I Students will:</b>  <b>EERL.7.1.</b> Identify details in the text or pictures that provide the answer to an explicit question about a familiar text.  <i>Ex.</i> Identify a detail from a picture or illustration that answers a simple <i>what</i> question about a familiar text using partner-assisted scanning or eye gaze.  <i>Ex.</i> Given a list of details from the story, identify a detail that provides the answer to a simple <i>who</i> question about a familiar text.  <i>Ex.</i> Given a familiar text projected on an interactive whiteboard, highlight the detail that provides the answer to a simple question.</p>
<p><b>RL.7.2.</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p><b>EERL.7.2.</b> Determine the theme or central idea of a text and identify the details that relate to it.</p>	<p><b>Level IV Students will:</b>  <b>EERL.7.2.</b> Determine the relationships of the central idea to the details of a story.  <i>Ex.</i> Given a list of details from a story, identify those that do and do not relate to the central idea.</p> <p><b>Level III Students will:</b>  <b>EERL.7.2.</b> Determine the theme or central idea of a text and identify the details that relate to it.  <i>Ex.</i> Given a selection of details from a story provided in a graphic organizer, choose the central idea from provided options, and eliminate the details that do not relate to it.  <i>Ex.</i> Given a text projected on an interactive whiteboard, identify the central idea of the text and highlight the details that relate to the central idea.</p> <p><b>Level II Students will:</b>  <b>EERL.7.2.</b> Identify the central idea of a text.  <i>Ex.</i> Identify the central idea of a text from an array of choices.</p>

		<p><i>Ex.</i> Given a graphic organizer displaying the important elements of a story, identify the central idea.</p> <p><b>Level I Students will:</b>  <b>EERL.7.2.</b> Identify details from a text.  <i>Ex.</i> Given a list of details (text and/or picture-based), sort them into those that relate to a familiar story and those that do not.  <i>Ex.</i> Given an illustration from a text, point to the aspects of the illustration that reflect details from the text.</p>
<p><b>RL.7.3.</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p><b>EERL.7.3.</b> Recognize the relationship of two story elements.</p>	<p><b>Level IV Students will:</b>  <b>EERL.7.3.</b> Recognize how events, settings, or other story elements influence the outcome of a story or drama.  <i>Ex.</i> Explain how two or more events influence the outcome (e.g., In <i>Hatchet</i> by Gary Paulson, how does the plane crash and the death of the pilot affect how the boy finds his way home?).  <i>Ex.</i> Given a list of events in a drama, identify those that had the greatest impact on the outcome.</p> <p><b>Level III Students will:</b>  <b>EERL.7.3.</b> Recognize the relationship of two story elements.  <i>Ex.</i> Recognize how the setting changes with the events in a story.  <i>Ex.</i> Recognize which characters are a part of which events in a drama.  <i>Ex.</i> Given the setting (e.g., park), tell or select from choices what the character was doing in that place (e.g., playing).</p> <p><b>Level II Students will:</b>  <b>EERL.7.3.</b> Recognize two elements of a story.  <i>Ex.</i> Recognize the characters and the setting of a story.  <i>Ex.</i> Recognize the events and setting of a drama.</p> <p><b>Level I Students will:</b>  <b>EERL.7.3.</b> Identify one element of a story.  <i>Ex.</i> Point to a picture of the setting.  <i>Ex.</i> Press a Big Mac switch whenever a certain character is mentioned in the story.</p>
<p><b>Craft and Structure.</b></p> <p><b>RL.7.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p><b>EERL.7.4.</b> Use rhyme and other repetitions of words or sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama.</p>	<p><b>Level IV Students will:</b>  <b>EERL.7.4.</b> Demonstrate understanding of the use of rhyme and other repetitions of sounds (e.g., alliteration) in a poem or a section of a story or drama.  <i>Ex.</i> Determine from an array of choices upcoming words or phrases based on the pattern established by the author such as in a poem by Silverstein.</p> <p><b>Level III Students will:</b>  <b>EERL.7.4.</b> Use rhyme and other repetitions of words and sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama.  <i>Ex.</i> Use context in a passage or poem where words or passages are repeated, choose a definition of a word or phrases from choices.  <i>Ex.</i> Given a passage from a story in which repetition is used, use the repetition of words or phrases in different contexts in the passage to determine the meaning of the passage.</p> <p><b>Level II Students will:</b>  <b>EERL.7.4.</b> Identify a pattern of repeated words or phrases.  <i>Ex.</i> In a shared reading of a passage with a predictable pattern, communicate the predictable word or phrase in the story.  <i>Ex.</i> In a shared reading of a poem with a predictable pattern, communicate the predictable word or phrase of the poem.</p>

		<p><b>Level I Students will:</b>  <b>EERL.7.4.</b> Identify a repeated word or phrase.  <i>Ex.</i> Pick out repeated words in a short story.  <i>Ex.</i> Respond with a repeated phrase at the appropriate time in a story.</p>
<p><b>RL.7.5.</b> Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p><b>EERL.7.5.</b> Determine how poetry form and structure contributes to its meaning.</p>	<p><b>Level IV Students will:</b>  <b>EERL.7.5.</b> Compare and contrast different structures used in poetry.  <i>Ex.</i> Clap or tap the rhythm of various poems, recording the number of beats per line, and compare the different patterns.  <i>Ex.</i> Compare the different writing patterns used in poetry, such as rhyme as opposed to prose (e.g., non-rhyming).</p> <p><b>Level III Students will:</b>  <b>EERL.7.5.</b> Determine how poetry form and structure contributes to its meaning.  <i>Ex.</i> Given Robert Frost's "Miles to go before I sleep and miles to go before I sleep," answer, "What does it mean?"  <i>Ex.</i> Select a rap or song with a repeated phrase and identify how that phrase contributes to the meaning of the song.</p> <p><b>Level II Students will:</b>  <b>EERL.7.5.</b> Identify common structures used in a poem.  <i>Ex.</i> Given a poem, identify that it rhymes.  <i>Ex.</i> Given a poem that has a predictable pattern and word cards that could fit into the pattern, read and recite the poem filling in the last word with a word card.</p> <p><b>Level I Students will:</b>  <b>EERL.7.5.</b> Recite a poem using a communication device or preferred mode of communication.  <i>Ex.</i> Use a preprogrammedC (Augmentative and Alternative Communication) device to recite a stanza from a familiar poem.</p>
<p><b>RL.7.6.</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p><b>EERL.7.6.</b> Identify how a character's point of view is the same or different from another character.</p>	<p><b>Level IV Students will:</b>  <b>EERL.7.6.</b> Compare points of view of the characters in literary text.  <i>Ex.</i> In a popular chapter book, discuss the main character's point of view such as Brian's point of view in <i>Hatchet</i> and compare to another character.</p> <p><b>Level III Students will:</b>  <b>EERL.7.6.</b> Identify how a character's point of view is the same or different from another character.  <i>Ex.</i> After reading a story (e.g., <i>The Time Machine</i> by H.G. Wells – Classic Starts), identify the difference between how the people in the community feel about their lives in the future and how Victorian Londoners feel; use a graphic organizer for word or picture cards.  <i>Ex.</i> After acting out a short play or scenario, identify different points of view of the characters (e.g., "How does _____ feel about _____? Did _____ feel the same way?").</p> <p><b>Level II Students will:</b>  <b>EERL.7.6.</b> Identify personal point of view about a story.  <i>Ex.</i> Choose a word that represents their own reaction to a story (e.g., <i>Hatchet</i>, <i>The Time Machine</i>, <i>The Cay</i>).</p> <p><b>Level I Students will:</b>  <b>EERL.7.6.</b> Identify a character.  <i>Ex.</i> Select the picture of the main character.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RL.7.7.</b> Compare and contrast a written story, drama, or poem to its audio, filmed,</p>	<p><b>EERL.7.7.</b> Compare a video version of a story, poem, or drama to a text-</p>	<p><b>Level IV Students will:</b>  <b>EERL.7.7.</b> Compare and contrast a video version of a story, poem, or drama.</p>

<p>staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>based version of the same story, poem, or drama.</p>	<p>Ex. Determine what is the same and what is different in a video version and text version of the same story (e.g., a movie version compared to book that tells the same story). Ex. Compare and contrast a character’s point of view in a video and text version of the same story.</p> <p><b>Level III Students will:</b> <b>EERL.7.7.</b> Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama. Ex. Compare the animated version to the text version of a story (e.g., <i>Balto</i> compared to the Iditarod, Alaskan dog sled race). Ex. After reading a book and viewing a video of the same story, compare events as they happened in each (e.g., After reading <i>The Time Machine</i>, identify several key elements or events from the story. Watch the video of the same story and each time the element or event is evidenced, place the matching word or picture card in a “done” box.).</p> <p><b>Level II Students will:</b> <b>EERL.7.7.</b> Express a preference for a story and video. Ex. Choose which they liked better: story or video.</p> <p><b>Level I Students will:</b> <b>EERL.7.7.</b> Recognize the text version of a story, drama, or poem that matches the audio, video, or live version. Ex. After watching a video presentation of a familiar story, identify the book that tells the same story from choices.</p>
<p><b>RL.7.8.</b> (Not applicable to literature)</p>	<p><b>EERL.7.8.</b> (Not applicable to literature)</p>	<p><b>EERL.7.8.</b> (Not applicable to literature)</p>
<p><b>RL.7.9.</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p><b>EERL.7.9.</b> Recognize the difference between fictional characters and nonfictional characters.</p>	<p><b>Level IV Students will:</b> <b>EERL.7.9.</b> Compare and contrast a fictional character with a historical character. Ex. Compare the fictional <i>Brighty of the Grand Canyon</i> story to real accounts of donkeys used during the gold rush era.</p> <p><b>Level III Students will:</b> <b>EERL.7.9.</b> Recognize the difference between fictional characters and nonfictional characters. Ex. In a series of pictures related to non-fiction and fiction stories, recognize the fictional characters by placing a star on them.</p> <p><b>Level II Students will:</b> <b>EERL.7.9.</b> Identify a character as nonfictional. Ex. After shared reading of a familiar story about a nonfictional character (e.g., George Washington), answer “Was George Washington a real person?”</p> <p><b>Level I Students will:</b> <b>EERL.7.9.</b> Identify a fictional character. Ex. After shared reading of a familiar story about fictional characters, point to pictures of fictional characters from the story.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RL.7.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>EERL.7.10.</b></p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>Reading (Informational Text)</b></p>		
<p><b>Key Ideas and Details.</b></p>		

<p><b>RI.7.1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>EERI.7.1.</b> Cite text to demonstrate what the text says explicitly as well as inferences drawn from informational text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.7.1.</b> Cite textual evidence to determine what is inferred versus what is explicit.  <i>Ex.</i> Explicit = It rained for three days; Inferred = There will be flooding.</p> <p><b>Level III Students will:</b>  <b>EERI.7.1.</b> Cite text to draw inferences from informational text.  <i>Ex.</i> Point to the text used after drawing a simple inference about a short passage (e.g., a tornado was scary).  <i>Ex.</i> Draw a simple inference from specific text in a passage (e.g., “The sky was dark” means it might rain.).</p> <p><b>Level II Students will:</b>  <b>EERI.7.1.</b> Cite text to find one detail to support an inference.  <i>Ex.</i> Select a quoted detail from text from choices that include only one quote from the text.  <i>Ex.</i> Point to, highlight, or otherwise indicate a detail in the text in the story that supports an inference.</p> <p><b>Level I Students will:</b>  <b>EERI.7.1.</b> Identify a detail from a sentence or phrase in the text.  <i>Ex.</i> Identify a detail from a picture or graphic illustration by answering “yes” or “no”; turn of the head; eye gaze.  <i>Ex.</i> Identify a picture that is related to the text (e.g., picture of pyramids to relate to text on Ancient Egypt.).</p>
<p><b>RI.7.2.</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p><b>EERI.7.2.</b> Determine two central ideas that progress throughout the text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.7.2.</b> Determine at least two ideas that contribute to the central ideas of the text.  <i>Ex.</i> Asked “What was the passage about?” paraphrases facts for each central idea identified.  <i>Ex.</i> Asked “What in the passage said what it was about?” selects and copies or says two facts from choices about each central idea.</p> <p><b>Level III Students will:</b>  <b>EERI.7.2.</b> Determine two central ideas that progress throughout the text.  <i>Ex.</i> Asked “What are two important things the passage tells?” answer from choices provided.  <i>Ex.</i> Asked “What are the two most important steps in the directions?” from a list of lab safety rules, names two rules critical to safety.</p> <p><b>Level II Students will:</b>  <b>EERI.7.2.</b> Given sentences from an informational text, identify an important idea.  <i>Ex.</i> Using pictures, illustrations, etc., identify an idea  <i>Ex.</i> Through auditory or tactile source, identify an idea.</p> <p><b>Level I Students will:</b>  <b>EERI.7.2.</b> Identify details from a text.  <i>Ex.</i> After shared reading of the safety steps for the science lab, identify a detail from the text (e.g., “wear goggles,” “wear apron,” “not touch fire”).  <i>Ex.</i> Identify an object the passage is discussing (e.g., The student points to safety goggles after listening to the safety steps of the science lab.).</p>
<p><b>RI.7.3.</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p><b>EERI.7.3.</b> Identify interactions between individuals, events, or ideas in text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.7.3.</b> Explain interactions between individuals, events, or ideas in text.  <i>Ex.</i> Explain how a change in the text is caused by an individual or an event (e.g., “What happens to the fish when the water dries up?”).  <i>Ex.</i> Explain interactions between the main character and another individual in informational text (e.g., Harriet Tubman and another slave companion on the journey through the Underground Railroad).</p> <p><b>Level III Students will:</b></p>

		<p><b>EERI.7.3.</b> Identify interactions between individuals, events, or ideas in text.  <i>Ex.</i> Identify interactions between the main character and another individual in the text (e.g., “What did the boy say to the girl in the story?”).  <i>Ex.</i> Identify interactions between individuals and events (e.g., “What did the man do when the fire started?”).</p> <p><b>Level II Students will:</b>  <b>EERI.7.3.</b> Identify one interaction between events from the passage.  <i>Ex.</i> Using pictures, illustrations, etc., identify an interaction between two events in a passage (e.g., a glass was broken and someone was cut).  <i>Ex.</i> Through an auditory or tactile source, identify an interaction between two ideas in a passage (e.g., packing for a trip to the arctic and items to put in a backpack).</p> <p><b>Level I Students will:</b>  <b>EERI.7.3.</b> Identify a detail about an individual or event.  <i>Ex.</i> Identify a detail from a picture or graphic about a characteristic of a person of interest (e.g., tall/short, large/small) by answering “yes” or “no”, turn of the head, eye gaze, etc.  <i>Ex.</i> Identify an event from a text by answering “yes” or “no”, turning head, eye gaze, switch, etc. (e.g., “Was there a storm?”).</p>
<p><b>Craft and Structure.</b></p> <p><b>RI.7.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><b>EERI.7.4.</b> Determine the meaning of words and phrases as they are used in an informational text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.7.4.</b> Determine phrases that impact meaning of the text.  <i>Ex.</i> While reading an informational passage, use context to determine the meaning of words and phrases.  <i>Ex.</i> Give more than one meaning of a phrase from an informational text, select the one that best matches the reading passage.</p> <p><b>Level III Students will:</b>  <b>EERI.7.4.</b> Determine the meaning of words and phrases as they are used in an informational text.  <i>Ex.</i> Select a synonym from choices provided verbally in text form for an underlined word or phrase in a sentence in an informational text.  <i>Ex.</i> Use a basic elementary dictionary and thesaurus to determine word meaning.  <i>Ex.</i> Match the safety equipment with the direction of the appropriate use in the kitchen, science lab, agriculture lab, etc.</p> <p><b>Level II Students will:</b>  <b>EERI.7.4.</b> Match or pair word to meaning.  <i>Ex.</i> Match or pair pictures with word when presented with pictures and words.  <i>Ex.</i> Match an illustration of a map to the word “map” in a geography passage.</p> <p><b>Level I Students will:</b>  <b>EERI.7.4.</b> Indicate words in a text.  <i>Ex.</i> Identify text versus pictures in an informational text (e.g., Point to the map when asked, “Where is the map? And point to the text when asked, “Where does it tell us about the map?”).  <i>Ex.</i> Use a picture to request a resource.</p>
<p><b>RI.7.5.</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p><b>EERI.7.5.</b> Determine how headings, key words, and key phrases relate to the topic of a text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.7.5.</b> Determine how key components of the organization of text relate to the topic.  <i>Ex.</i> Identify bolded key words, topics, and sub-topics.</p> <p><b>Level III Students will:</b>  <b>EERI.7.5.</b> Determine how headings, keywords, and key phrases relate to the topic of a text.  <i>Ex.</i> Given a how-to-text, use headings to determine steps in the directions.  <i>Ex.</i> Use sequence words to locate key information in a pre-vocational text (e.g., first, next, then, last).</p>

		<p><b>Level II Students will:</b>  <b>EERI.7.5.</b> Determine how headings are related to the topic of a text.  <i>Ex.</i> Asked what the passage is about, point to the title.  <i>Ex.</i> Asked what the part of the passage is about, point to the heading.</p> <p><b>Level I Students will:</b>  <b>EERI.7.5.</b> Identify the title of a passage.  <i>Ex.</i> After shared reading of an informational text before and after which the teacher states the title of the text, use a communication device or preferred mode of communication to repeat the title.  <i>Ex.</i> Use a preprogrammedC (Augmentative and Alternative Communication) device to request an informational text by its title.</p>
<p><b>RI.7.6.</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p><b>EERI.7.6.</b> Determine author's point of view and compare to own point of view.</p>	<p><b>Level IV Students will:</b>  <b>EERI.7.6.</b> Respond to the author's purpose or point of view with own point of view.  <i>Ex.</i> What was the author trying to convey and what do you think about that?</p> <p><b>Level III Students will:</b>  <b>EERI.7.6.</b> Determine author's point of view and compare to own point of view.  <i>Ex.</i> Read or listen to a passage and answer a question about the author's point of view (e.g., "Why does the author think you should know about water safety? What do you think about that?").  <i>Ex.</i> Why did the author write the book?</p> <p><b>Level II Students will:</b>  <b>EERI.7.6.</b> Identify an author's thoughts and feelings.  <i>Ex.</i> After shared reading of an informational text, answer questions about the thoughts the author shared (e.g., When the teacher asks, "What does the author think about water?" the students answer, "Drink clean water.").  <i>Ex.</i> After shared reading of an informational text, answer questions about the feelings the author shared (e.g., When the teacher asks, "How did the author feel about fire?" the students answer, "sad", "scared", etc.).</p> <p><b>Level I Students will:</b>  <b>EERI.7.6.</b> Identify a thought of the author.  <i>Ex.</i> After shared reading of an informational text, sort a list (text and/or picture-based) into things that were in the text and those that were not (e.g., in text: "The bird wants to go home," versus not in text: "The boy wants cake.").  <i>Ex.</i> After shared reading of an informational text when the group discusses what they heard, hit a switch when someone says something that was in the text.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RI.7.7.</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p><b>EERI.7.7.</b> Compare the experience of reading a text to listening or watching a video of the same text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.7.7.</b> Compare and contrast the experience of reading a text to listening or watching a video of the same text.  <i>Ex.</i> Listen to a passage, read a passage, and watch a video of the same passage, and then talk about or list the things they saw as different and the same.  <i>Ex.</i> Determine what is the same and what is different in a video version and story about the same historical events (e.g., Disney version of the story of Pocahontas compared to a text about Pocahontas).</p> <p><b>Level III Students will:</b>  <b>EERI.7.7.</b> Compare the experience of reading a text to listening or watching a video of the same text.  <i>Ex.</i> After listening to a passage or watching a video of the passage and then reading the passage, choose pictures that relate to the feelings</p>

		<p>gotten from each one.  <i>Ex.</i> After watching a newscast about a current event and shared reading of a news report on the same event, select words from choices to compare reactions to the video and to the text.</p> <p><b>Level II Students will:</b>  <b>EERI.7.7.</b> Identify an idea from a text or video.  <i>Ex.</i> Select a word that identifies something heard or read in an informational text.  <i>Ex.</i> Select a picture from an informational video that identifies an idea from the video.</p> <p><b>Level I Students will:</b>  <b>EERI.7.7.</b> Recognize the text version of an event that matches the audio, video, or live version.  <i>Ex.</i> After watching an audio or video version of an event, identify the text version that tells about the same event given a related and unrelated text containing illustrations.</p>
<p><b>RI.7.8.</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p><b>EERI.7.8.</b> Delineate the specific claims for text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.7.8.</b> Analyze text to support claims and judge the conclusions.  <i>Ex.</i> List evidence to support the claims in an informational text, “Would you agree with this author?”  <i>Ex.</i> List evidence cited by the advertiser to support claims from a commercial or print ad, “Would you buy this product?”</p> <p><b>Level III Students will:</b>  <b>EERI.7.8.</b> Delineate the specific claims for text.  <i>Ex.</i> Given a list of claims, highlight the claims found in an informational text.  <i>Ex.</i> After reading a print ad or commercial, select from a list of claims found in the commercial or advertisement.</p> <p><b>Level II Students will:</b>  <b>EERI.7.8.</b> Identify a claim from text.  <i>Ex.</i> Point to a claim in a print ad (e.g., point to the picture of a smiling customer in a print advertisement).  <i>Ex.</i> Repeat a claim from a commercial (e.g., “mmm, mmm, good.”).</p> <p><b>Level I Students will:</b>  <b>EERI.7.8.</b> Respond to an advertisement.  <i>Ex.</i> Smile in response to an ad for a product they like.  <i>Ex.</i> Nod in response when asked, “Did they say the cereal tastes good?”</p>
<p><b>RI.7.9.</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p><b>EERI.7.9.</b> Compare information provided by authors of two different texts on the same topic.</p>	<p><b>Level IV Students will:</b>  <b>EERI.7.9.</b> Compare and contrast key information provided by authors of two different texts on the same topic.  <i>Ex.</i> Given information about their state from two different authors, answer “What is the same?” and “What is different?”  <i>Ex.</i> Given two brief descriptions of an historical event, select a statement from choices about what was different between the two accounts.</p> <p><b>Level III Students will:</b>  <b>EERI.7.9.</b> Compare information provided by authors of two different texts on the same topic.  <i>Ex.</i> Given information about Africa from two different authors, answer “What is the same?”  <i>Ex.</i> Given two brief descriptions of a historical event and asked specific questions about one event, “Did both say the same thing about that?”</p> <p><b>Level II Students will:</b>  <b>EERI.7.9.</b> Identify a key piece of information provided by authors of two different texts on same subject.  <i>Ex.</i> After shared reading of two informational texts on the same topic, select from choices one fact that was the same in both.</p>

		<p><b>Level I Students will:</b>  <b>EERI.7.9.</b> Identify a detail provided by the authors.  <i>Ex.</i> After shared reading of an informational text, indicate whether the detail was provided in the passage when stated by the teacher.  <i>Ex.</i> During shared reading of an informational text, use a switch, a nod, or answer “yes” or “no” when the teacher asks, “Did the author say . . . ?”</p>
<p><b>Range of Reading and Level of Text Complexity.</b></p> <p><b>RI.7.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>EERI.7.10.</b></p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>Writing</b></p>		
<p><b>Text Types and Purposes.</b></p> <p><b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.7.1.a.</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>W.7.1.b.</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p><b>EEW.7.1.a.-b.</b> Write a claim and support it with reasons or other relevant evidence.</p>	<p><b>Level IV Students will:</b>  <b>EEW.7.1.a.-b.</b> Write a claim and support it with multiple reasons or other relevant evidence.  <i>Ex.</i> Write a claim (e.g., “Saturdays are best.”) and support it with multiple reasons (e.g., “I get to sleep late.” “I watch TV.” “I stay home.”).  <i>Ex.</i> Write a claim (e.g., “I like pizza.”) and support it with multiple statements of relevant evidence (e.g., “I buy it at lunch.” “I eat it all.”).</p> <p><b>Level III Students will:</b>  <b>EEW.7.1.a.-b.</b> Write a claim and support it with one reason or other relevant evidence.  <i>Ex.</i> Write a claim (e.g., “Saturdays are best.”) and support it with a reason (e.g., “I get to sleep late.”)  <i>Ex.</i> Write a claim (e.g., “I like pizza.”) and support it with relevant evidence (e.g., “I eat it all.”).</p> <p><b>Level II Students will:</b>  <b>EEW.7.1.a.-b.</b> With guidance and support, write a claim and support it with one reason.  <i>Ex.</i> Write a claim with guidance (e.g., The student tells a peer “ice cream every day” and the peer supports the student in writing the claim by stretching out the sounds in words so the student can type letters in word prediction software and select the appropriate word from the list.).  <i>Ex.</i> After a discussion of student interests and school rules, complete a repeated sentence frame to write a claim by writing the appropriate word in the blank (e.g., “We need ___claim___ because ___supportive reason___. We need recess because fun. We need gum because good. We need talk because friends.”). After each statement, the teacher leads group in identifying claim and discussion of reason.  <i>Ex.</i> Using a writing template created by the teacher in a talking word processor, fill in a blank to write a claim and to complete more sentences to support the claim (e.g., The student completes the sentence, “I think we need more _____. And then the student completes more sentences working with the teacher, We need more _____ because we don’t have enough. We have six students. We only have two _____.”).</p> <p><b>Level I Students will:</b>  <b>EEW.7.1.a.-b.</b> Select a claim.  <i>Ex.</i> When signing in each morning, select a claim about the day choosing among claims (e.g., “I will have a good day,” “I will have a quiet day,” or “I will work hard today”).  <i>Ex.</i> During shared reading, select a claim about the book (e.g., “This story isn’t true,” “I know something about this,” or “I heard this before”).  <i>Ex.</i> After the teacher leads a discussion about whether crackers or pretzels taste better and why, complete a template with teacher guidance using words generated in discussion after snack time (e.g., “Crackers/pretzels taste better because [salty, crunchy, buttery, softer, harder].”).</p>

<b>W.7.1.c.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<b>EEW.7.1.c.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>W.7.1.d.</b> Establish and maintain a formal style.	<b>EEW.7.1.d.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>W.7.1.e.</b> Provide a concluding statement or section that follows from and supports the argument presented.	<b>EEW.7.1.e.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<p><b>W.7.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>W.7.2.a.</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>W.7.2.b.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<b>EEW.7.2.a.-b.</b> Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed.	<p><b>Level IV Students will:</b> <b>EEW.7.2.a.-b.</b> Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. <i>Ex.</i> Write a statement about the topic. Then, write sentences with two or more facts or concrete details to accompany selected graphics and multimedia elements. <i>Ex.</i> Following a staged crime, write what the crime is and what they saw and heard and include Internet images to convey similar actions.</p> <p><b>Level III Students will:</b> <b>EEW.7.2.a.-b.</b> Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed. <i>Ex.</i> Write on an assigned topic related to an informational text read by the class and include facts about the topic with accompanying illustrations (e.g., When asked to write about the river, the student writes a statement about the topic, identifies pictures of the river to include, and writes one or more related facts.). <i>Ex.</i> Write about the details that were the same in a story read by the class and video of the same story (e.g., When asked to read and view the video about <i>Balto</i>, write about details from the story and the video.).</p> <p><b>Level II Students will:</b> <b>EEW.7.2.a.-b.</b> Write to convey ideas and information. <i>Ex.</i> Write on an assigned topic (e.g., When asked to write about the river, the student writes, "River is fast."). <i>Ex.</i> Work with peers to write a report on a science topic (e.g., the student writes about climate and the kinds of clothing we wear in different weather) and gather relevant photos and videos from the Internet to include in and link to the report.</p> <p><b>Level I Students will:</b> <b>EEW.7.2.a.-b.</b> Communicate ideas and information contributing to a text. <i>Ex.</i> Point to symbols on a communication device to communicate ideas about an upcoming event (e.g., "I go") which the teacher types in a talking word processor as the student observes and listens. <i>Ex.</i> Point to symbols on a communication device to communicate information about transportation after school (e.g., "Mom drives") and select from an online array of relevant photos, which the teacher adds to an online presentation site where the student can independently read, listen, and observe the text created.</p>
<b>W.7.2.c.</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>EEW.7.2.c.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>W.7.2.d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>EEW.7.2.d.</b> Use domain- specific vocabulary when writing about a topic.	<p><b>Level IV Students will:</b> <b>EEW.7.2.d.</b> Use wide range of domain-specific vocabulary when writing about a topic. <i>Ex.</i> During a unit on rivers, when writing about the river, appropriately use a wide array of words like <i>current</i>, <i>hydro-electric</i>, <i>erosion</i>, <i>basin</i>, <i>tributary</i>, and <i>habitat</i> by referring to the glossary of the text.</p>

		<p><i>Ex.</i> During a unit on rivers, when writing about rivers, explain its features accurately and provide appropriate examples by using an online graphic dictionary.</p> <p><b>Level III Students will:</b>  <b>EEW.7.2.d.</b> Use domain-specific vocabulary when writing about a topic.  <i>Ex.</i> When writing about the river, use words like <i>current</i> and <i>habitat</i> appropriately with word prediction software with an incorporated topic dictionary.  <i>Ex.</i> With support, compose a multimedia dictionary of river terminology with images and video examples of each term to be used as a reference when writing.</p> <p><b>Level II Students will:</b>  <b>EEW.7.2.d.</b> With guidance and support, use domain-specific vocabulary when writing about a topic.  <i>Ex.</i> Use a teacher-prepared word bank with domain-specific vocabulary to write about a topic.  <i>Ex.</i> Work with peers to brainstorm domain-specific words to include in writing and use list when writing about the topic.  <i>Ex.</i> Write with a peer using word prediction software with an incorporated topic dictionary.</p> <p><b>Level I Students will:</b>  <b>EEW.7.2.d.</b> With guidance and support, use domain-specific vocabulary when communicating about a text.  <i>Ex.</i> Working with an adult who helps the student navigate to the appropriate page on a dynamic display communication device, use the available domain-specific vocabulary to communicate about a topic which the adult then writes in a group text and reads aloud to the entire group while pointing to the words.  <i>Ex.</i> Working with peers using a topic-specific set-up projected on an interactive whiteboard, select from the available domain-specific vocabulary to communicate with peers who write the contributions in the text and read aloud to the group.</p>
<p><b>W.7.2.e.</b> Establish and maintain a formal style.</p>	<p><b>EEW.7.2.e.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.7.2.f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>EEW.7.2.f.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>



<p>writing types are defined in standards 1–3 above.)</p>		<p><i>Ex.</i> Write a poem that has the desired language structure and content.</p> <p><b>Level III Students will:</b>  <b>EEW.7.4.</b> Produce writing that is appropriate to the task, purpose, or audience.  <i>Ex.</i> Write the schedule for the day.  <i>Ex.</i> Write an e-mail to Mom and Dad about something needed for school.  <i>Ex.</i> Following the reading of a text with predictable structure and content (e.g., <i>Yo Yes</i>), create new text following the structure and content (e.g., “Play ball? Okay.”).</p> <p><b>Level II Students will:</b>  <b>EEW.7.4.</b> With guidance and support, produce writing that is appropriate to the task, purpose, or audience.  <i>Ex.</i> Use a letter-writing rubric or set of criteria to write a thank you note.  <i>Ex.</i> Use a ready-made set-up in multimedia software to write a short research report filling in the topic and two facts related to it.</p> <p><b>Level I Students will:</b>  <b>EEW.7.4.</b> With guidance and support, produce writing for a variety of purposes.  <i>Ex.</i> With guidance and support, write to sign name.  <i>Ex.</i> With guidance and support, write to make a request.  <i>Ex.</i> With guidance and support, write to respond.  <i>Ex.</i> With guidance and support, use a letter-writing template to write an e- mail to an e-pal.</p>
<p><b>W.7.5.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><b>EEW.7.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.</p>	<p><b>Level IV Students will:</b>  <b>EEW.7.5.</b> With guidance and support from adults and peers, plan writing and use the editing process to revise own writing.  <i>Ex.</i> After working with the teacher to brainstorm ideas for writing, use a personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback.  <i>Ex.</i> After reading a science text, take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with classmates, and revise based on their feedback.</p> <p><b>Level III Students will:</b>  <b>EEW.7.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.  <i>Ex.</i> After working with the teacher to brainstorm ideas for writing that are then entered in a word bank for the student to use when writing, add more information to own writing after sharing and getting suggestions from peers.  <i>Ex.</i> After working with peers to brainstorm ideas for writing with the information in graphic organizer software, use the software to transform the organizer into an outline and add to the ideas in the outline.  <i>Ex.</i> After reading a science text, work with a peer or teacher to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.</p> <p><b>Level II Students will:</b>  <b>EEW.7.5.</b> With guidance and support from adults and peers, plan by brainstorming to strengthen own writing.  <i>Ex.</i> Work with the teacher to read something the students have already written and brainstorm ideas of things to add to strengthen the writing.  <i>Ex.</i> Work with peers to brainstorm ideas for writing and put the information in graphic organizer software.  <i>Ex.</i> Work with teacher and peers in writing groups to listen to each group member respond (“What I liked best about your writing . . . ,” “One question I have is . . . ?”.and “One suggestion I have is . . . .”), and use that feedback to revise draft with teacher guidance.</p> <p><b>Level I Students will:</b></p>

		<p><b>EEW.7.5.</b> With guidance and support from peers and adults, write.  <i>Ex.</i> With guidance and support from peers, select words from a word bank for writing.  <i>Ex.</i> With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet (“Tell me the next one.”) and write desired letters (“Write that one for me.”).</p>
<p><b>W.7.6.</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p><b>EEW.7.6.</b> Use technology, including the Internet, to produce writing to interact and collaborate with others.</p>	<p><b>Level IV Students will:</b>  <b>EEW.7.6.</b> Use technology, including the Internet, to produce writing while interacting and collaborating with others.  <i>Ex.</i> Work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.  <i>Ex.</i> In a science lesson, after visiting a topically relevant website, use a talking word processor to draft notes and then share what was learned with peers.</p> <p><b>Level III Students will:</b>  <b>EEW.7.6.</b> Use technology, including the Internet, to produce writing to interact and collaborate with others.  <i>Ex.</i> Use e-mail to interact with a pen pal.  <i>Ex.</i> Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.  <i>Ex.</i> Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with a keyboard, and share what was learned with classmates.  <i>Ex.</i> Select images from the Internet and write about the images using a talking word processor and word prediction software and share what is learned with classmates.  <i>Ex.</i> Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.  <i>Ex.</i> In a science lesson, after visiting websites designated by the teacher (e.g., Internet workshop), use a talking word processor to draft notes and then share what was learned with peers.</p> <p><b>Level II Students will:</b>  <b>EEW.7.6.</b> With guidance and support from adults, use technology, including the Internet, to produce writing to interact and collaborate with others.  <i>Ex.</i> Use a list of criteria, word prediction software, and a keyboard to write an e-mail to a pen pal.  <i>Ex.</i> Use a keyboard programmed with the day’s activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook.</p> <p><b>Level I Students will:</b>  <b>EEW.7.6.</b> With guidance and support, use technology to participate in group writing projects.  <i>Ex.</i> Use voice output communication devices to interact with peers during collaborative writing projects, pointing out ideas or words they would like added to the text.  <i>Ex.</i> Use a preprogrammed keyboard to contribute to a small group writing project.  <i>Ex.</i> Use a switch to say “I like that” (if they choose) when asked by group members what they think of pictures and text being developed by a small group.  <i>Ex.</i> Use a camera to capture pictures that are then used in a story being developed by a small group and indicate “yes” or “no” when asked if accompanying text written by group seems on target.</p>
<p><b>Research to Build and Present Knowledge.</b></p> <p><b>W.7.7.</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related,</p>	<p><b>EEW.7.7.</b> Conduct research to answer a question based on multiple sources of information.</p>	<p><b>Level IV Students will:</b>  <b>EEW.7.7.</b> Conduct research to answer a question based on many sources of information.  <i>Ex.</i> Conduct research using the Internet to gather information from various sources on a topic assigned by the teacher (e.g., The teacher asks students to identify the habitat and eating habits of prey and the student reads four websites to identify the information before writing the answer.).</p>

<p>focused questions for further research and investigation.</p>		<p><i>Ex.</i> Use sticky notes to mark pages in many topical books where there is relevant information (e.g., What led to the Boston Tea Party?), and then write that information in a group research project.</p> <p><b>Level III Students will:</b>  <b>EEW.7.7.</b> Conduct research to answer a question based on multiple sources of information.  <i>Ex.</i> Search websites bookmarked by the teacher for information to use in writing about a topic (e.g., The teacher asks students to answer the question, “How is the moon different from earth?” and the student reads the websites to identify information before writing the answer.).  <i>Ex.</i> Use screen reading software to read two or more websites bookmarked by the teacher. While reading, capture information and use it to write an answer to a question (e.g., Where is water found on earth? “Most water in oshuns [oceans]. Water in lakes. Water in air. Water in people and animals [animals].”).</p> <p><b>Level II Students will:</b>  <b>EEW.7.7.</b> Conduct research to answer a question based on one source of information.  <i>Ex.</i> Read text to collect information that answers a question on a given topic (e.g., The teacher asks students to identify the habitat and eating habits of prey and gives students a text that has the answers in it. The students read the text in order to find the answers.).  <i>Ex.</i> Using a ready-made set-up for an interactive whiteboard created by the teacher that first presents a question, then presents a text that includes the answer, read the question and the text (using screen reading software), and then write an answer to the question using a talking word processor with word prediction software.  <i>Ex.</i> Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., “Where is most of the water on earth?” “Water in oshun [ocean].”).  <i>Ex.</i> Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project.</p> <p><b>Level I Students will:</b>  <b>EEW.7.7.</b> Participate in group research and writing activities.  <i>Ex.</i> Work with peers to highlight words from group research to be used to answer questions on a research topic (e.g., The student works with a group of peers to read information about water projected on an interactive whiteboard. The group takes turns highlighting words and sentences about writing. The teacher reads the highlighted information and the question, “Where is most of the water on earth?” The student answers by touching highlighted words, using a single message voice output device, signing or saying “oceans.”).  <i>Ex.</i> During a shared reading/writing lesson, use a single message voice output device to say, “Write that down,” when the teacher reads information that is important and listen and observe as the teacher reads it aloud and points to the words.</p>
<p><b>W.7.8.</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>EEW.7.8.</b> Select quotes from multiple print or digital sources that provides important information about a topic.</p>	<p><b>Level IV Students will:</b>  <b>EEW.7.8.</b> Select quotes from multiple print or digital sources that state conclusions about a topic.  <i>Ex.</i> Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes that state conclusions about the topic and write notes on the information they provide.  <i>Ex.</i> Given a collection of books, search for quotes that state conclusions on an assigned topic and write notes on the information they provide.</p> <p><b>Level III Students will:</b>  <b>EEW.7.8.</b> Select quotes from multiple print or digital sources that provides important information about a topic.  <i>Ex.</i> Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes about the topic and write notes on the information they provide.  <i>Ex.</i> Given a collection of books, search for quotes on an assigned topic, and write notes on the information they provide.</p> <p><b>Level II Students will:</b>  <b>EEW.7.8.</b> Select quotes from print or digital sources that provide information about a topic.  <i>Ex.</i> Given a passage projected on an interactive whiteboard, highlight portions that provide information about the topic and with teacher guidance and support, write notes on information they provide.</p>

		<p>Ex. Given a book, mark informative quotes with sticky notes, and with teacher guidance and support, write notes on information they provide. Ex. Given a selection of quotes from a text on a given topic, identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean.</p> <p><b>Level I Students will:</b> <b>EEW.7.8.</b> With guidance and support during shared reading, identify when information about a topic is read. Ex. Use a single message voice output device during shared reading to say, “That sounds good.” The teacher attributes meaning by connecting to information on the page. Ex. During shared reading, given a list of words (some of which are included in the text), identify those that are relevant and what information they provide.</p>
<p><b>W.7.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.7.9.a.</b> Apply grade 7 reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter</p>	<p><b>EEW.7.9.</b> Use information from literary and informational text to support writing.</p> <p><b>EEW.7.9.a.</b> Apply <i>Essential Elements of Grade 7 Reading Standards</i> to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”).</p>	<p><b>Level IV Students will:</b> <b>EEW.7.9.a.</b> Not Applicable.</p> <p><b>Level III Students will:</b> <b>EEW.7.9.a.</b> Apply <i>Essential Elements of Grade 7 Reading Standards</i> to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”). Ex. After reading a book and identifying which characters are fictional, use the information in the book to make a list of the characteristics of the characters. Ex. After reading a story and seeing a video of the same story, write to compare the two. Ex. After reading a story and a topically related history text, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters in a fictional text and people in a topically related nonfiction text and what is the same.</p> <p><b>Level II Students will:</b> <b>EEW.7.9.a.</b> With guidance and support from adults and peers, apply <i>Essential Elements of Grade 7 Reading Standards</i> to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”). Ex. After the teacher reads a book with a small group to identify whether the characters in a story are real or fictional, work with the group to use the information in writing about the characters. Ex. Write words or phrases from a list to identify what is the same between characters in a fictional text and people in a topically related nonfiction text. Ex. After reading a story and a topically related history text, with teacher guidance and support, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters in a fictional text and people in a topically related nonfiction text and what is the same.</p> <p><b>Level I Students will:</b> <b>EEW.7.9.a.</b> With guidance and support from adults and peers, participate in group writing projects about information gathered from literary or informational text. Ex. During a shared reading/writing lesson, use a single message voice output device to say, “Write that down,” when the teacher reads a detail or idea that is important. Ex. During shared reading of text projected on an interactive whiteboard, indicate with “yes” or “no” whether they think the highlighted text chosen by peers is important and listen</p>
<p><b>W.7.9.b.</b> Apply grade 7 reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text...”</p>	<p><b>EEW.7.9.b.</b> Apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational text (e.g., delineate the specific claims in a text).</p>	<p><b>Level IV Students will:</b> <b>EEW.7.9.b.</b> Not Applicable.</p> <p><b>Level III Students will:</b> <b>EEW.7.9.b.</b> Apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational text (e.g., delineate the specific claims in a text). Ex. After highlighting the claims from a list that were found in an informational text, write about the best claim and what makes it best.</p>

		<p><i>Ex.</i> After reading a print ad or commercial and selecting from a list of claims the ones found in the commercial or advertisement, write the claims selected and what makes them exaggerated.</p> <p><b>Level II Students will:</b>  <b>EEW.7.9.b.</b> With guidance and support, apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational text (e.g., delineate the specific claims in a text).  <i>Ex.</i> After identifying a claim in a print ad, write the claim and, with teacher guidance and support, explain how it is exaggerated.  <i>Ex.</i> After reading an article about plastic surgery in a popular magazine, and participating in a teacher-led discussion about what claims might lead someone to choose such a procedure, use word prediction software to write about the claims.</p> <p><b>Level I Students will:</b>  <b>EEW.7.9.b.</b> With guidance and support, participate in shared writing activities that build on shared reading activities.  <i>Ex.</i> During a shared reading/writing lesson, use a single message voice output device to say, "Write that down," when the teacher reads a claim from an advertisement.</p>
<p><b>Range of Writing.</b></p> <p><b>W.7.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>EEW.7.10.</b> Write routinely for a variety of tasks, purposes, and audiences.</p>	<p><b>Level IV Students will:</b>  <b>EEW.7.10.</b> Not Applicable.</p> <p><b>Level III Students will:</b>  <b>EEW.7.10.</b> Write routinely for a variety of tasks, purposes, and audiences.  <i>Ex.</i> Write a note to include in the home-school notebook.  <i>Ex.</i> Send an e-mail to a friend.  <i>Ex.</i> Write labels to go with a display for a group research project.</p> <p><b>Level II Students will:</b>  <b>EEW.7.10.</b> With guidance and support, write routinely for a variety of tasks, purposes, and audiences.  <i>Ex.</i> Using a preprogrammed word bank and additional full alphabet access on the computer, write a note to include in the home-school notebook.  <i>Ex.</i> Using a rubric or set of criteria and word prediction software to type and send an e-mail to a friend.  <i>Ex.</i> With guidance and support, write labels to go with a display for a group research project.  <i>Ex.</i> Using a keyboard, adapted as needed, with full access to the alphabet and some key vocabulary from the discipline-specific tasks, write an e-mail about that day's instruction for an absent classmate.</p> <p><b>Level I Students will:</b>  <b>EEW.7.10.</b> With guidance and support, communicate routinely in ways that are linked to writing for a variety of purposes and audiences.  <i>Ex.</i> Using a multiple message voice output device and given modeling from an adult communication partner, use the device to make comments during shared reading which are added to a written summary of the text.  <i>Ex.</i> Using a multiple message voice output device and given modeling from an adult communication partner, communicate feelings which are written by the teacher into a <i>Feelings</i> book.  <i>Ex.</i> Using partner-assisted scanning and a photo of a recent instructional activity, select letters which the partner writes down and rereads aloud (letters and/or words).</p>
<p><b>Speaking and Listening</b></p>		
<p><b>Comprehension and Collaboration.</b></p> <p><b>SL.7.1.</b> Engage effectively in a range of</p>	<p><b>EESL.7.1.</b> Engage in a range of</p>	<p><b>Level IV Students will:</b></p>

<p>collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL.7.1.a.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>collaborative discussions.</p> <p><b>EESL.7.1.a.</b> Come to discussions prepared to share information.</p>	<p><b>EESL.7.1.a.</b> Come to discussions with self-created materials or supports to use in sharing information.  <i>Ex.</i> Program information into a multiple message voice output device for use in discussion and opens page with messages as discussion begins.  <i>Ex.</i> Prepare note cards with pictures and words to use during a discussion.</p> <p><b>Level III Students will:</b>  <b>EESL.7.1.a.</b> Come to discussions prepared to share information.  <i>Ex.</i> Practice preprogrammed messages in a multiple message voice output device for use in discussion.  <i>Ex.</i> Preview a discussion study guide prior to the discussion.</p> <p><b>Level II Students will:</b>  <b>EESL.7.1.a.</b> Prepare for discussions.  <i>Ex.</i> Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about . . . ).  <i>Ex.</i> Prepare for a discussion about a science topic by watching a video on the topic prior to the discussion.</p> <p><b>Level I Students will:</b>  <b>EESL.7.1.a.</b> Participate in discussions.  <i>Ex.</i> Respond to others when addressed.  <i>Ex.</i> Comment to others during a group discussion.</p>
<p><b>SL.7.1.b.</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><b>EESL.7.1.b.</b> With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>Level IV Students will:</b>  <b>EESL.7.1.b.</b> Not Applicable.</p> <p><b>Level III Students will:</b>  <b>EESL.7.1.b.</b> With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.  <i>Ex.</i> After being assigned a role for a literature circle discussion, fulfill the role with support from peers in the group.  <i>Ex.</i> Given an object to help the group insure that only one student is talking at a time, listen while peers are talking and share own ideas when holding the object.</p> <p><b>Level II Students will:</b>  <b>EESL.7.1.b.</b> With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions.  <i>Ex.</i> Use a multiple message voice output device to add comments during a discussion offered spontaneously without attention to rules.  <i>Ex.</i> Add to the discussion when directly prompted to (e.g., "Tell us what you think.").</p> <p><b>Level I Students will:</b>  <b>EESL.7.1.b.</b> Participate in discussions with adults and peers.  <i>Ex.</i> Respond to others when addressed.  <i>Ex.</i> Comment to others during a group discussion.</p>
<p><b>SL.7.1.c.</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<p><b>EESL.7.1.c.</b> Remain on the topic of the discussion when asking or answering questions or making other contributions.</p>	<p><b>Level IV Students will:</b>  <b>EESL.7.1.c.</b> Not Applicable.</p> <p><b>Level III Students will:</b>  <b>EESL.7.1.c.</b> Remain on the topic of the discussion when asking or answering questions or making other contributions.  <i>Ex.</i> During a discussion with peers about a text, add a comment to the discussion that is on topic (e.g., "It said to ____.").  <i>Ex.</i> During a discussion after a presentation, add a comment to the discussion about the presentation (e.g., "He said to ____.").</p> <p><b>Level II Students will:</b></p>

		<p><b>EESL.7.1.c.</b> Ask and answer questions specific to the topic, text, or issue under discussion.  <i>Ex.</i> During a discussion with peers about a text, ask specific questions about the content (e.g., “Why did she do that?”) and answer questions when asked by peers (e.g., “What do you think?”).  <i>Ex.</i> During a discussion with peers about current events, ask specific questions (e.g., “What happened to him?”) and answer questions (e.g., “Have you ever been there?”).</p> <p><b>Level I Students will:</b>  <b>EESL.7.1.c.</b> Participate in discussions.  <i>Ex.</i> Respond to others when addressed.  <i>Ex.</i> Comment to others during a group discussion</p>
<p><b>SL.7.1.d.</b> Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p><b>EESL.7.1.d.</b> Accept when others involved in the discussion agree or disagree.</p>	<p><b>Level IV Students will:</b>  <b>EESL.7.1.d.</b> Not Applicable.</p> <p><b>Level III Students will:</b>  <b>EESL.7.1.d.</b> Accept when others involved in the discussion agree or disagree with own perspective.  <i>Ex.</i> After making a statement in a discussion when teacher asks, “What do you think?” if others disagree, indicate the comment was understood.</p> <p><b>Level II Students will:</b>  <b>EESL.7.1.d.</b> Indicate agreement with others during group discussions.  <i>Ex.</i> Using preprogrammed messages, communicate agreement with points others state.  <i>Ex.</i> During a discussion about a science experiment in which the group participated or observed, use a multiple message voice output device to indicate agreement with a peer when he or she comments on the experiment.</p> <p><b>Level I Students will:</b>  <b>EESL.7.1.d.</b> Participate in discussions.  <i>Ex.</i> Respond to others when addressed.  <i>Ex.</i> Comment to others during a group discussion.</p>
<p><b>SL.7.2.</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p><b>EESL.7.2.</b> Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study.</p>	<p><b>Level IV Students will:</b>  <b>EESL.7.2.</b> Identify how the main idea is presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study.  <i>Ex.</i> State the main idea, purpose, or message of an informational video and explain how that representation relates to the topic being studied.</p> <p><b>Level III Students will:</b>  <b>EESL.7.2.</b> Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study.  <i>Ex.</i> State the main idea, purpose, or message of an informational video.  <i>Ex.</i> State the main idea of a graph showing students’ preferences during free time (e.g., “Tells you what most kids like to do.”).</p> <p><b>Level II Students will:</b>  <b>EESL.7.2.</b> Identify the topic of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study.  <i>Ex.</i> Identify the topic of a video from an array of choices.  <i>Ex.</i> Identify the topic of several different illustrations in a science textbook.</p> <p><b>Level I Students will:</b>  <b>EESL.7.2.</b> With support, identify graphic, visual, tactual, or other information that represents a particular topic.</p>

<p><b>SL.7.3.</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><b>EESL.7.3.</b> Determine whether the claims made by a speaker are fact or opinion.</p>	<p><i>Ex.</i> Given an array of visual and/or tactual representations of lunch items, identify the pictures of our choices for lunch today.</p> <p><b>Level IV Students will:</b>  <b>EESL.7.3.</b> After listening to a speaker, recall the speaker’s claims and determine whether they are fact or opinion.  <i>Ex.</i> After listening to the school’s morning news program, recall what was on the news and determine whether the claims were fact (e.g., “The boys’ soccer team won.”) or opinion (e.g., “The dance is going to be really fun.”).</p> <p><b>Level III Students will:</b>  <b>EESL.7.3.</b> Determine whether the claims made by a speaker are fact or opinion.  <i>Ex.</i> Identify fact versus opinion using key words such as: all, never, I think, I believe, I feel (e.g., “The Earth is a planet” versus “I think that people should take better care of the Earth.”).  <i>Ex.</i> Given a list of statements recorded while a speaker was talking, sort the statement based on those that are fact and those that are opinion.  <i>Ex.</i> After watching a short documentary, review a list of claims made by the narrator (recorded by a peer or adult) and determine whether each is fact or opinion.</p> <p><b>Level II Students will:</b>  <b>EESL.7.3.</b> Determine whether one specific claim made by a speaker is fact or opinion.  <i>Ex.</i> Given a statement written by a peer or adult while a speaker was talking, determine if it is fact or opinion.  <i>Ex.</i> After listening to a speaker make a single claim (e.g., “I think we have to try.”), determine if the claim is fact or opinion.</p> <p><b>Level I Students will:</b>  <b>EESL.7.3.</b> Communicate own opinion about a claim made by a speaker.  <i>Ex.</i> After listening to the school’s morning news program, indicate whether the items in the news are good or bad (e.g., The teacher asks, “Is it good or bad that the boys’ soccer team won?”).  <i>Ex.</i> After watching a short documentary, indicate whether the main claim made by the narrator (e.g., “We must save the environment.”) is right or wrong.</p>
<p><b>Presentation of Knowledge and Ideas.</b></p> <p><b>SL.7.4.</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>EESL.7.4.</b> Present findings including descriptions, facts, or details related to a main idea or theme.</p>	<p><b>Level IV Students will:</b>  <b>EESL.7.4.</b> Present own findings including descriptions, facts, or details related to a main idea or theme.  <i>Ex.</i> State the main idea of one’s own presentation (e.g., “animal shelters fit their needs”) and share specific descriptions of facts and details related to the topic.  <i>Ex.</i> Using a multimedia presentation on an interactive whiteboard, present the theme of the presentation (e.g., “rocks and minerals are all around us”), and present facts or details about them.</p> <p><b>Level III Students will:</b>  <b>EESL.7.4.</b> Present findings including descriptions, facts, or details related to a main idea or theme.  <i>Ex.</i> After working with a group to create a presentation on “Rocks and Minerals All Around Us,” present the findings including details regarding the rocks and mineral samples that are being passed around the class.  <i>Ex.</i> After working with an adult to create a report on a book, present the report including a clear statement of the main idea of the book and details related to the main idea.</p> <p><b>Level II Students will:</b>  <b>EESL.7.4.</b> Present findings including details related to a main idea or theme.  <i>Ex.</i> Having worked with a group to create a presentation on “Rocks and Minerals All Around Us,” present one or two details.  <i>Ex.</i> After reading a book and discussing the theme, present two details related to the theme.</p>

		<p><b>Level I Students will:</b>  <b>EESL.7.4.</b> Indicate a detail related to a selected topic.  <i>Ex.</i> Point to a detail in a media presentation.  <i>Ex.</i> Vocalize in response to a specific part of a media presentation.</p>
<p><b>SL.7.5.</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><b>EESL.7.5.</b> Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations.</p>	<p><b>Level IV Students will:</b>  <b>EESL.7.5.</b> Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points and enhance the overall presentations.  <i>Ex.</i> Select audio recordings of different weather (e.g., light rain, thunderstorm, hail, tornado) to enhance a presentation on the weather and emphasize the increasing intensity of the storm types from beginning to end.  <i>Ex.</i> Select pictures or clipart to explain how to feed a dog.</p> <p><b>Level III Students will:</b>  <b>EESL.7.5.</b> Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations.  <i>Ex.</i> Make a drawing to emphasize an important point in a presentation.  <i>Ex.</i> Select an array of images from a media source to support points in a presentation.</p> <p><b>Level II Students will:</b>  <b>EESL.7.5.</b> Select items, images, or photographs to create a visual or tactual display.  <i>Ex.</i> Select photographs for the group to use in creating a montage about the class project.  <i>Ex.</i> Select objects from the set of objects collected by classmates to place in a visual display for curriculum night.</p> <p><b>Level I Students will:</b>  <b>EESL.7.5.</b> Select items for a visual or tactual display for the group to use in a presentation.  <i>Ex.</i> Choose pictures to emphasize a point in the group’s presentation given a choice of two or more acceptable photos.  <i>Ex.</i> Choose tactual displays to emphasize a point in the group’s presentation given a choice of two or more acceptable options.</p>
<p><b>SL.7.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>EESL.7.6.</b> Communicate precisely (e.g., provide complete information) or efficiently (e.g., telegraphic communication) as required by the context, task, and communication partner.</p>	<p><b>Level IV Students will:</b>  <b>EESL.7.6.</b> Communicate precisely (e.g., provide specific and complete information) or efficiently (e.g., telegraphic communication) as required by the context, task, and communication partner demonstrating understanding of formal English.  <i>Ex.</i> Communicate an event from different perspectives for different audiences (e.g., Tell about a personal experience in class and adjust the language to tell about the same event to peers.).</p> <p><b>Level III Students will:</b>  <b>EESL.7.6.</b> Communicate precisely (e.g., provide complete information) or efficiently (e.g., telegraphic communication) as required by the context, task, and communication partner.  <i>Ex.</i> Provide specific details when relating an event in which they participated differently for different contexts and audiences (e.g., “He did ...” “I did...”).  <i>Ex.</i> Provide a complete account of an event in which they participated differently for different audiences (e.g., “First, we ... Next, we ... Then, we ... and ...”).</p> <p><b>Level II Students will:</b>  <b>EESL.7.6.</b> Participate in communication activities with a partner.  <i>Ex.</i> Initiate communication with a partner.  <i>Ex.</i> Respond meaningfully by gesturing, nodding, or using other devices to indicate understanding to communications from others.</p> <p><b>Level I Students will:</b>  <b>EESL.7.6.</b> Communicate with multiple communication partners.</p>

		<p>Ex. Use eye gaze to communicate with more than one communication partner.</p> <p>Ex. Use a single message voice output device programmed with a greeting to communicate with adults and peers in hallway.</p>
<b>Language</b>		
<p><b>Conventions of Standard English.</b></p> <p><b>L.7.1.</b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.7.1.a.</b> Explain the function of phrases and clauses in general and their function in specific sentences.</p>	<p><b>EEL.7.1.</b> Demonstrate standard English grammar and usage when writing or communicating.</p> <p><b>EEL.7.1.a.</b> Produce simple complete sentences when writing or.</p>	<p><b>Level IV Students will:</b>  <b>EEL.7.1.a.</b> Produce a combination of simple and complex complete sentences when writing and communicating.  Ex. Writes about personal experiences using simple sentences (e.g., "I went to the mall.") and complex sentences (e.g., "I got a CD, a shirt, and a game.").</p> <p><b>Level III Students will:</b>  <b>EEL.7.1.a.</b> Produce simple complete sentences when writing or communicating.  Ex. Respond to questions using standard grammar.  Ex. Request help using a complete simple sentence.</p> <p><b>Level II Students will:</b>  <b>EEL.7.1.a.</b> Use multiple word utterances when writing or communicating.  Ex. Say, "I want that one" when asked to make a choice.</p> <p><b>Level I Students will:</b>  <b>EEL.7.1.a.</b> Respond to standard English grammar and usage when communicating.  Ex. Follow simple commands delivered verbally or by gesture, sign, or other form of communication.  Ex. Indicate understanding of a statement by the teacher or a peer by responding to the statement (e.g., nod in agreement, answer question).</p>
<p><b>L.7.1.b.</b> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p><b>EEL.7.1.b.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.7.1.c.</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p><b>EEL.7.1.c.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.7.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.7.2.a.</b> Use a comma to separate coordinate adjectives.</p>	<p><b>EEL.7.2.</b> Demonstrate understanding of conventions of standard English when writing.</p> <p><b>L.7.2.a.</b> Use end punctuation when writing a sentence or question.</p>	<p><b>Level IV Students will:</b>  <b>EEL.7.2.a.</b> Use end punctuation when writing text with multiple sentences.  Ex. When writing a journal entry, ends each sentence appropriately with a period.  Ex. When writing about an observation in science class that includes two or more sentences and ends each with a period appropriately.  Ex. When writing a short note or e-mail to a friend, include a question and two or three short sentences and correct ending punctuation.</p> <p><b>Level III Students will:</b>  <b>EEL.7.2.a.</b> Use end punctuation when writing a sentence or question.  Ex. Writes a single sentence about an observation during science class and uses a period correctly at the end of the sentence.  Ex. Writes a note to a friend including the question, "Will you go?"</p> <p><b>Level II Students will:</b>  <b>EEL.7.2.a.</b> Use a period to end a sentence.  Ex. When participating in shared writing, reminds teacher to end the sentence with a period.</p> <p><b>Level I Students will:</b></p>

		<p><b>EEL.7.2.a.</b> Participate in shared writing of sentences.  <i>Ex.</i> Make a choice from two items to complete a sentence during shared writing.</p>
<p><b>L.7.2.b.</b> Spell correctly.</p>	<p><b>EEL.7.2.b.</b> Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p>	<p><b>Level IV Students will:</b>  <b>EEL.7.2.b.</b> Spell multi-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p> <p><b>Level III Students will:</b>  <b>EEL.7.2.b.</b> Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.  <i>Ex.</i> Spell words phonetically when writing simple sentences.</p> <p><b>Level II Students will:</b>  <b>EEL.7.2.b.</b> Spell common sight words correctly.  <i>Ex.</i> During shared writing the teacher asks that a word be spelled, spell the word (e.g., The teacher asks, “Who can help me spell <i>can</i>?” and the student replies, c-a-n.).  <i>Ex.</i> In own writing, spell common sight words correctly (e.g., is, the, in, at, can, on).</p> <p><b>Level I Students will:</b>  <b>EEL.7.2.b.</b> Demonstrate awareness of letters and words.  <i>Ex.</i> Point to letters on a bulletin board in the hallway when asked, “Where are the letters?”  <i>Ex.</i> Point to text when asked to show me the words to read in a book.</p>
<p><b>Knowledge of Language.</b></p> <p><b>L.7.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.7.3.a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p><b>EEL.7.3.</b> Use language to achieve desired meaning when writing or communicating.</p> <p><b>EEL.7.3.a.</b> Use precise language as required to achieve desired meaning.</p>	<p><b>Level IV Students will:</b>  <b>EEL.7.3.</b> Not Applicable</p> <p><b>Level III Students will:</b>  <b>EEL.7.3.</b> Use precise language as required to achieve desired meaning.  <i>Ex.</i> Select language to match appropriate wants and needs.  <i>Ex.</i> After saying, “I want some.” and not getting desired item, repeats saying, “I want some water.”</p> <p><b>Level II Students will:</b>  <b>EEL.7.3.</b> Use language to communicate.  <i>Ex.</i> Use a consistent, language-based approach to communicating a variety of communicative functions (e.g., To make a request, the student says “want more,” “more _____,” or “Can I?” to refuse, the student says “no way” or “stop it”; to comment, the student says, “That’s cool,” “I like it,” or “gross.”).</p> <p><b>Level I Students will:</b>  <b>EEL.7.3.</b> Acknowledge and respond to communication.  <i>Ex.</i> Change affect appropriately in response to others’ communication with them – smile, eye gaze, or other form of communication.  <i>Ex.</i> Respond to others’ communication using own form of communication (e.g., sign, communication device, single word or speech).</p>
<p><b>Vocabulary Acquisition and Use.</b></p> <p><b>L.7.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies</p>	<p><b>EEL.7.4.</b> Demonstrate knowledge of new vocabulary drawn from reading and content areas.</p>	<p><b>Level IV Students will:</b>  <b>EEL.7.4.a.</b> Use context to determine the meaning of a new word.  <i>Ex.</i> Given a sentence with an underlined word, replace the underlined word with another word that has the same meaning.</p> <p><b>Level III Students will:</b></p>

<p><b>L.7.4.a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><b>EEL.7.4.a.</b> Use context to identify which word in an array of content related words is missing from a sentence.</p>	<p><b>EEL.7.4.a.</b> Use context to identify which word in an array of content-related words is missing from a sentence. <i>Ex.</i> Complete a maze task by using context to fill in missing words.</p> <p><b>Level II Students will:</b> <b>EEL.7.4.a.</b> Match vocabulary to meaning. <i>Ex.</i> Match a word to its meaning. <i>Ex.</i> Match a picture to a word.</p> <p><b>Level I Students will:</b> <b>EEL.7.4.a.</b> Demonstrate an understanding of the meaning of common words. <i>Ex.</i> Identify an object named by an adult.</p>
<p><b>L.7.4.b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel)</p>	<p><b>EEL.7.4.b.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.7.4.c.</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><b>EEL.7.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p>	<p><b>Level IV Students will:</b> <b>EEL.7.4.c.</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. <i>Ex.</i> Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word. <i>Ex.</i> Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning. <i>Ex.</i> Look up an unfamiliar word in a primary dictionary to check the meaning.</p> <p><b>Level III Students will:</b> <b>EEL.7.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. <i>Ex.</i> While reading, the student points to an unfamiliar word and asks, "What's that?" <i>Ex.</i> Use a bulletin board created by a teacher to clarify meaning of an unfamiliar word encountered while reading.</p> <p><b>Level II Students will:</b> <b>EEL.7.4.c.</b> Recognize a new word when encountered while reading or communicating. <i>Ex.</i> While reading with a teacher, point to a word indicating that it is the new word they just learned.</p> <p><b>Level I Students will:</b> <b>EEL.7.4.c.</b> Asks for help when needed. <i>Ex.</i> Indicate need for help by raising hand, hitting switch, etc. <i>Ex.</i> Use a switch to indicate understanding when asked, "Do you understand?" or need for clarification when asked, "Do you have any questions?" <i>Ex.</i> Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.</p>
<p><b>L.7.4.d.</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>EEL.7.4.d.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.7.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.7.5.a.</b> Interpret figures of speech (e.g.,</p>	<p><b>EEL.7.5.</b> Demonstrate an understanding of word relationships.</p> <p><b>EEL.7.5.a.</b> Demonstrate understanding of synonyms and</p>	<p><b>Level IV Students will:</b> <b>EEL.7.5.a.</b> Produce synonyms and antonyms. <i>Ex.</i> Create lists of synonyms and antonyms. <i>Ex.</i> When asked by the teacher, provide a word that is a synonym or antonym for a known word.</p>

literary, biblical, and mythological allusions) in context.	antonyms.	<p><b>Level III Students will:</b>  <b>EEL.7.5.a.</b> Demonstrate understanding of synonyms and antonyms.  <i>Ex.</i> Given a set of words, match those that are synonyms (angry = mad; begin = start) and antonyms (near ≠ far; light ≠ dark).  <i>Ex.</i> Given a word, match it to its synonym from two choices.  <i>Ex.</i> Given a word, match it to an antonym from two choices.</p> <p><b>Level II Students will:</b>  <b>EEL.7.5.a.</b> Identify common words that are opposites.  <i>Ex.</i> Select “cold” when asked to find the opposite of <i>hot</i>.  <i>Ex.</i> When told he can have a “small piece,” indicate a desire for a “big piece.”</p> <p><b>Level I Students will:</b>  <b>EEL.7.5.</b> Sort words into categories.  <i>Ex.</i> Given common words, sort them into categories (e.g., “hot” versus “cold” items, “big” versus “small” items)</p>
<b>L.7.5.b.</b>	<b>EEL.7.5.b.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.7.5.c.</b>	<b>EEL.7.5.c.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.7.6.</b> Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>EEL.7.6.</b> Use general academic and domain- specific words and phrases.	<p><b>Level IV Students will:</b>  <b>EEL.7.6.</b> Acquire and use general academic and domain-specific words and phrases.  <i>Ex.</i> Match meaning of content word or phrase to its use in a sentence (e.g., sentence strip to sentence strip).  <i>Ex.</i> Answer questions about an informational text that uses new specific content vocabulary.</p> <p><b>Level III Students will:</b>  <b>EEL.7.6.</b> Use general academic and domain-specific words and phrases.  <i>Ex.</i> Fill in the blank with a content word choice from options.  <i>Ex.</i> Use assigned content word or phrase in speaking or writing such as in a one or two sentence content report.</p> <p><b>Level II Students will:</b>  <b>EEL.7.6.</b> Identify general academic and domain-specific words.  <i>Ex.</i> Match new content words to pictures.  <i>Ex.</i> Use graphic organizers to generalize and sort old versus new words.</p> <p><b>Level I Students will:</b>  <b>EEL.7.6.</b> Identify pictures and other symbols that represent general academic and domain-specific words.  <i>Ex.</i> After the teacher uses photographs to teach new vocabulary to the class, point to picture when asked.</p>

# 2014 WYOMING ENGLISH LANGUAGE ARTS EXTENDED STANDARDS AND ACHIEVEMENT DESCRIPTORS FOR GRADE 8

2012 WyCPS ELA Standards	2014 Wyoming Content Extended Standards <small>EE = Essential Element</small>	Instructional Achievement Level Descriptors
<b>Reading (Literature)</b>		
<b>Key Ideas and Details.</b>		
<p><b>RL.8.1.</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>EERL.8.1.</b> Cite textual evidence to determine what is inferred versus what is explicit.</p>	<p><b>Level IV Students will:</b>  <b>EERL.8.1.</b> Cite textual evidence to determine what is inferred versus what is explicit.  <i>Ex.</i> Given an inference and several explicit statements, cite text that supports each.</p> <p><b>Level III Students will:</b>  <b>EERL.8.1.</b> Cite text to support inferences from text.  <i>Ex.</i> Cite specific aspects of the text that tell what happened in a story to make the character take an action (e.g., “The boy ran away because the dog was chasing him.”).  <i>Ex.</i> Cite specific events of the text that made a character happy (e.g., “The man was happy because he got his money back.”).  <i>Ex.</i> Cite text that supports the theme that parents still love you no matter what you do or do not do (e.g., “He broke the glass but his mother still loves him.”).</p> <p><b>Level II Students will:</b>  <b>EERL.8.1.</b> Identify which evidence from an array of text citations support an inference.  <i>Ex.</i> Choose from a list of three or more citations from the text, one that tells why we can infer that a character took an action.  <i>Ex.</i> Choose from a list of three or more citations from the text, one that tells why we can infer that a character feels a particular way.</p> <p><b>Level I Students will:</b>  <b>EERL.8.1.</b> Indicate whether an example is a citation from the text or not.  <i>Ex.</i> Given a list of possible citations, indicate which is from the text.  <i>Ex.</i> Indicate “yes” or “no” that a sentence or series of sentences is from the text or not.</p>
<p><b>RL.8.2.</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p><b>EERL.8.2.</b> Determine a theme or central idea of a text and provide a detailed summary.</p>	<p><b>Level IV Students will:</b>  <b>EERL.8.2.</b> Determine a theme or central idea of a text and provide a detailed summary.  <i>Ex.</i> Given a story, identify how the feelings of two or more characters relate to the theme of the text.  <i>Ex.</i> Complete a partially filled in graphic organizer by providing elements from the story that relate to the central idea that is already provided.</p> <p><b>Level III Students will:</b>  <b>EERL.8.2.</b> Determine theme and include two details supporting theme.  <i>Ex.</i> Given a familiar story, identify the essential elements (e.g., characters, settings, and events) and combine those elements into a summary (e.g., Using Mark Twain’s <i>The Adventures of Huckleberry Finn</i> – “Huck is boy. Huck says no. Huck misbehaves. Huck lives in a house. Huck can run fast.”).  <i>Ex.</i> Use a graphic organizer to record the essential elements of a story and then use the completed organizer while telling a summary of the story.  <i>Ex.</i> Use writing strategy software that coaches the student to record the essential elements of a story and then generate a written summary.</p> <p><b>Level II Students will:</b></p>

		<p><b>EERL.8.2.</b> Identify a summary that reflects a familiar story.  <i>Ex.</i> Given two or more summaries, select the one that best matches a familiar story.  <i>Ex.</i> Given two or more summaries of familiar stories, match each summary to correct story.</p> <p><b>Level I Students will:</b>  <b>EERL.8.2.</b> Identify parts of a familiar story.  <i>Ex.</i> Given a list of story parts (text or symbols), identify the parts that go with a familiar story.  <i>Ex.</i> Respond “yes” or “no” when asked if a story part read aloud goes with a familiar story.</p>
<p><b>RL.8.3.</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p><b>EERL.8.3.</b> Explain how incidents in a story or drama lead to subsequent incidents.</p>	<p><b>Level IV Students will:</b>  <b>EERL.8.3.</b> Explain how incidents in a story or drama lead to subsequent incidents.  <i>Ex.</i> After reading a book, describe an incident and explain how other incidents lead to it.  <i>Ex.</i> After listening to or reading <i>The Adventures of Huckleberry Finn</i>, pick a conversation when Huck starts to view Big Jim differently.</p> <p><b>Level III Students will:</b>  <b>EERL.8.3.</b> Identify which incidents in a story or drama lead to subsequent action.  <i>Ex.</i> After reading a book and discussing a critical incident in it, identify which incidents lead up to the critical incident.  <i>Ex.</i> After the teacher projects a passage on an interactive whiteboard and highlights an incident, highlight two or more incidents that led to the incident.  <i>Ex.</i> Use a graphic organizer to link an incident from the story with other incidents that led to it.</p> <p><b>Level II Students will:</b>  <b>EERL.8.3.</b> Given two or more incidents from a book, identify which one led to the other.  <i>Ex.</i> Given a cause and effect filled in on a graphic organizer, select and arrow to show the direction of the cause/effect.  <i>Ex.</i> Given a list of incidents from the book, identify which one is caused by the others.</p> <p><b>Level I Students will:</b>  <b>EERL.8.3.</b> Sequence two or more incidents from a story.  <i>Ex.</i> After reading a story the class created about a classroom activity and given symbolic representations of two incidents, identify which came first and which came last.  <i>Ex.</i> After reading/listening to a familiar text and given two story incidents (in text or symbol form), move them into the right order.</p>
<p><b>Craft and Structure.</b></p> <p><b>RL.8.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><b>EERL.8.4.</b> Determine and analyze meanings of words and phrases in literature including figurative language.</p>	<p><b>Level IV Students will:</b>  <b>EERL.8.4.</b> Determine and analyze meanings of words and phrases in literature including figurative language  <i>Ex.</i> Use an expression of figurative language from a text (e.g., “raining cats and dog,” “green with envy,” “big headed”) in a sentence.  <i>Ex.</i> After reading <i>The Secret Life of Walter Mitty</i>, use the word <i>cur</i> as used in the story (e.g., mean, cowardly person) and as it is used to refer to a stray dog (e.g., mongrel dog or mutt).</p> <p><b>Level III Students will:</b>  <b>EERL.8.4.</b> Determine meanings of words and phrases in literature including figurative language.  <i>Ex.</i> Given a text, identify the meaning of “green with envy,” “big headed,” and “quick as a wink.”  <i>Ex.</i> Given figurative language found in the story and shown two different illustrations – one that shows it literally (boy winking) and one that shows it figuratively (boy running), identify which illustration is what the author meant.</p> <p><b>Level II Students will:</b>  <b>EERL.8.4.</b> Identify multiple meaning words in literature.</p>

		<p><i>Ex.</i> Given two pictures depicting the same word with different meanings (e.g., the yard of a house and a yard as in measurement), identify which illustration depicts what was meant in the text.</p> <p><i>Ex.</i> Given two pictures depicting the same word with different meanings (e.g., the bat with which a ball is hit and a bat that is an animal), identify which illustration depicts what was meant in the text.</p> <p><b>Level I Students will:</b>  <b>EERL.8.4.</b> Identify meaning of words in literature.  <i>Ex.</i> Point to a picture depicting a word that came from the text.  <i>Ex.</i> Match words found in <i>The Adventures of Huckleberry Finn</i> (raft, river, slave man, boy, gun, steamboat) to illustrations.</p>
<p><b>RL.8.5.</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p><b>EERL.8.5.</b> Compare and contrast the structure of two or more texts.</p>	<p><b>Level IV Students will:</b>  <b>EERL.8.5.</b> Compare and contrast the structure of two or more texts.  <i>Ex.</i> Tell what is the same about the structure of two poems (e.g., “One poem ends in rhymes and another does not end in rhymes.”).  <i>Ex.</i> Tell what is different about the structure of two stories such as one story has dialogue (e.g., “Tells you what the boy is saying,”) and the other does not (e.g., “Just tells you what the boy thinks and does.”).</p> <p><b>Level III Students will:</b>  <b>EERL.8.5.</b> Compare and contrast the structure of two texts with obviously different structures.  <i>Ex.</i> Given a story and a poem, tell what the same is and what is different about them (e.g., “The poem is like a song and the story is like a movie.”).  <i>Ex.</i> Given a story and a drama, tell what the same is and what is different about them (e.g., “The story tells what happens and drama tells what people say.”).</p> <p><b>Level II Students will:</b>  <b>EERL.8.5.</b> Identify common structures used in texts.  <i>Ex.</i> Given a familiar story, tell one thing about the structure (e.g., “It tells about what happens.”).  <i>Ex.</i> Given a familiar poem, tell one thing about the structure (e.g., “It has words that rhyme.”).  <i>Ex.</i> Given a familiar story, activate a switch to identify a repeated phrase that is used to create a structure for the story.</p> <p><b>Level I Students will:</b>  <b>EERL.8.5.</b> After listening to a text, decide if it is a story or a poem.  <i>Ex.</i> Responds “yes” or “no” when asked, “Was that a story?”  <i>Ex.</i> Points to story after hearing someone read a familiar story.</p>
<p><b>RL.8.6.</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p><b>EERL.8.6.</b> Determine how differences in the points of view of a character and the audience or reader create such effects as suspense or humor.</p>	<p><b>Level IV Students will:</b>  <b>EERL.8.6.</b> Compare points of view of characters in a story and the audience or reader in a text with suspense or humor.  <i>Ex.</i> When reading a book with lots of idioms (e.g., any book in the Amelia Bedelia series), compare the point of view of the main character (Amelia) with the point of view of other characters (Amelia’s employer) and the reader (e.g., How is Amelia feeling as she is following directions? How do her employers feel? How are we feeling as the reader?).  <i>Ex.</i> When reading a book with a great deal of suspense, compare the point of view of the main character with other characters in the story and the reader.</p> <p><b>Level III Students will:</b>  <b>EERL.8.6.</b> Determine a difference in the points of view of a character and the audience or reader in a text with suspense or humor.  <i>Ex.</i> When reading a book with lots of idioms (e.g., any book in the Amelia Bedelia series), compare the point of view of the main character with the point of view of the reader (e.g., How is Amelia feeling as she is following directions and how are we feeling as the reader?).  <i>Ex.</i> When reading a book with a great deal of suspense, compare the point of view of the main character with the point of view of the reader.</p>

		<p><b>Level II Students will:</b>  <b>EERL.8.6.</b> Identify the point of view of a character in a story that is humorous or suspenseful.  <i>Ex.</i> After shared reading of a suspenseful story, identify the point of view of the main character.  <i>Ex.</i> After shared reading of a humorous story, identify the point of view of a character.</p> <p><b>Level I Students will:</b>  <b>EERL.8.6.</b> Identify a character in a story.  <i>Ex.</i> After shared reading of a story, select from choices the name of a character.  <i>Ex.</i> After shared reading of a story, select an illustration from the story that shows the character the story is about.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RL.8.7.</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p><b>EERL.8.7.</b> Compare and contrast a scene from a filmed or live production of a story or drama to the text or script.</p>	<p><b>Level IV Students will:</b>  <b>EERL.8.7.</b> Compare and contrast a scene from a filmed or live production of a story or drama to the text or script.  <i>Ex.</i> Watch a movie about the Titanic and read the book, <i>The Last Day on the Titanic</i>, then compare and contrast the two.  <i>Ex.</i> Compare and contrast the script to the production of a play at school.</p> <p><b>Level III Students will:</b>  <b>EERL.8.7.</b> Compare or contrast a scene from a filmed or live production of a story or drama to the text or script.  <i>Ex.</i> Compare and contrast a scene from a movie (e.g., when Mole meets Ratty in <i>The Wind in the Willows</i>) with the parallel scene in the text.  <i>Ex.</i> Compare and contrast a scene from a movie version of <i>The Adventures of Tom Sawyer</i> with the parallel passage in a text-based version of it.</p> <p><b>Level II Students will:</b>  <b>EERL.8.7.</b> Match a scene in a filmed or live production with the parallel scene in the text version.  <i>Ex.</i> After reading a scene from a text version of <i>The Wind in the Willows</i>, signal when the scene appears in the film version.  <i>Ex.</i> After reading a chapter from <i>The Incredible Journey</i>, signal when the scene appears in the movie.</p> <p><b>Level I Students will:</b>  <b>EERL.8.7.</b> Match illustrations of characters in a book with the characters in a film or live production.  <i>Ex.</i> Given pictures of characters from a film production of <i>The Three Little Pigs</i>, point to the picture of the appropriate character while the teacher is reading the book.  <i>Ex.</i> While watching a film version of <i>The Wind in the Willows</i>, point to the corresponding picture of the characters from the book as they appear in the film.</p>
<p><b>RL.8.8.</b>  (Not applicable to literature)</p>	<p><b>EERL.8.8.</b>  (Not applicable to literature)</p>	<p><b>EERL.8.8.</b>  (Not applicable to literature)</p>
<p><b>RL.8.9.</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p><b>EERL.8.9.</b> Compare and contrast themes, patterns of events, or characters across multiple modern and multiple traditional story, myth, or religious work.</p>	<p><b>Level IV Students will:</b>  <b>EERL.8.9.</b> Compare and contrast themes, patterns of events, or characters across multiple modern and multiple traditional story, myth, or religious work.  <i>Ex.</i> Compare and contrast the traits of a fairy godmother in a modern tale with the characteristics of a fairy godmother in a traditional version of Cinderella.  <i>Ex.</i> Compare and contrast the events of a myth with a common “hero journey” theme with the theme of a modern work with a true hero (e.g., firefighter, police officer, or service member).</p> <p><b>Level III Students will:</b>  <b>EERL.8.9.</b> Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.  <i>Ex.</i> Compare and contrast how Superman and the police both work to keep the law and help people.</p>

		<p><i>Ex.</i> Compare and contrast the events in one text with the events of another.</p> <p><b>Level II Students will:</b>  <b>EERL.8.9.</b> Identify the theme, pattern of events, or characters from a story.  <i>Ex.</i> Use a graphic organizer to record the theme, pattern of events, and names of characters from a story.  <i>Ex.</i> Given events from a story, arrange the events to identify the pattern in which they appear in the story.  <i>Ex.</i> Identify a character that plays a certain role in the story (e.g., good guy, bad guy).</p> <p><b>Level I Students will:</b>  <b>EERL.8.9.</b> Identify two characters, and one trait for each character in a story.  <i>Ex.</i> After shared reading of a story, select from choices the name of a character.  <i>Ex.</i> After shared reading of a story, select an illustration from the story that shows the character the story is about.</p>
<p><b>RL.8.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p><b>EERL.8.10.</b></p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>Reading (Informational Text)</b></p>		
<p><b>Key Ideas and Details.</b></p> <p><b>RI.8.1.</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>EERI.8.1.</b> Cite text to determine what is inferred versus what is stated explicitly in an informational texts.</p>	<p><b>Level IV Students will:</b>  <b>EERI.8.1.</b> Cite text to determine what is inferred versus what is stated explicitly in an informational texts.  <i>Ex.</i> Using a geography chapter, find the text that defines the climate near the ocean, analyze the climate, and make inferences about the weather.  <i>Ex.</i> Using pictures of islands, cities, and farmland, and text about their climates, cite text to determine the climate and make inferences about the weather.</p> <p><b>Level III Students will:</b>  <b>EERI.8.1.</b> Cite text to support inferences from informational text.  <i>Ex.</i> Using a geography chapter with the text that defines the climate near the ocean highlighted, find information to support the inference that it is rainy near the ocean (e.g., The text says it rains more days than it is sunny.).  <i>Ex.</i> Use a picture map to support inferences about directions (e.g., Asked, “How do we know what direction to go?” the student responds, “This way – where the arrow is pointing.”).</p> <p><b>Level II Students will:</b>  <b>EERI.8.1.</b> From an array of text identify the key idea or evidence in a text.  <i>Ex.</i> Choose from a list of three or more citations from the text, one that is evidence that cars are faster than a horse and buggy.  <i>Ex.</i> Identify the representation of rain on a weather map as evidence that it will rain today.</p> <p><b>Level I Students will:</b>  <b>EERI.8.1.</b> Identify a type of informational text.  <i>Ex.</i> Select from two choices, the one that has phone numbers (e.g., Point to phonebook when asked, “Where do you find a number to call on the phone?”).  <i>Ex.</i> Select from two choices, the one that provides information about the weather (e.g., Point to a weather map when presented with a weather map and a storybook and asked, “What tells you about the weather?”).</p>

<p><b>RI.8.2.</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p><b>EERI.8.2.</b> Determine the central idea of a text, and provide a detailed summary to support the central idea.</p>	<p><b>Level IV Students will:</b>  <b>EERI.8.2.</b> Determine the central idea of a text, and provide a detailed summary to support the central idea  <i>Ex.</i> Given a history text, summarize the key events.  <i>Ex.</i> Complete a partially filled in graphic organizer by providing elements from a science text that relate to the central idea that is already provided.</p> <p><b>Level III Students will:</b>  <b>EERI.8.2.</b> Determine the central idea and include two details.  <i>Ex.</i> Use a graphic organizer to record the essential information from a familiar informational text and then use the completed organizer while telling a summary of the information.  <i>Ex.</i> Use writing strategy software that coaches the student to record the essential information and then generate a summary.</p> <p><b>Level II Students will:</b>  <b>EERI.8.2.</b> Identify a summary that reflects a familiar informational text.  <i>Ex.</i> Given two or more summaries, select the one that best matches a familiar informational text.  <i>Ex.</i> Given two or more summaries of historical events, match each summary to a familiar informational text.</p> <p><b>Level I Students will:</b>  <b>EERI.8.2.</b> Identify parts of a familiar informational text.  <i>Ex.</i> After shared reading of a familiar informational text, identify an illustration from a familiar informational text.</p>
<p><b>RI.8.3.</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p><b>EERI.8.3.</b> Make connections and distinctions between key individuals and events in a text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.8.3.</b> Make connections and distinctions between key individuals and events in a text.  <i>Ex.</i> Draw a timeline listing key events and make connections between them (e.g., storms and floods).  <i>Ex.</i> After reading and discussing a historical text, make connections between key individuals given paired choices (e.g., Theodore “Teddy” Roosevelt and Franklin D. Roosevelt were presidents).</p> <p><b>Level III Students will:</b>  <b>EERI.8.3.</b> Make connections between key individuals or events in a text.  <i>Ex.</i> Pick out the adult and child in an informational text and identify the connection between them (e.g., the adult takes care of the child).  <i>Ex.</i> Put events in an informational text in order and identify the connection between them (e.g., someone started a campfire and the trees burned.).  <i>Ex.</i> Use a story map to outline key individuals and key events in a text.</p> <p><b>Level II Students will:</b>  <b>EERI.8.3.</b> Identify individuals or events in a text and compare to another character or event.  <i>Ex.</i> Identify a character in a newspaper article and compare to another individual in the paper (e.g., sports page – football player, soccer player).  <i>Ex.</i> Given pictures of three familiar people (e.g., cook, principal, and teacher) and then read three dialogues to them, match the person who said it and where it took place (e.g., cafeteria, classroom, and intercom).  <i>Ex.</i> Given pictures of two people, one from American history (e.g., Thomas Jefferson) and one from world history (e.g., Napoleon), compare their dress and appearance.</p> <p><b>Level I Students will:</b>  <b>EERI.8.3.</b> Identify an individual and a related event in a text.  <i>Ex.</i> After shared reading and discussion of an informational text, select from choices an illustration that shows an individual or event from the text (e.g., point to a picture of an animal or a boy from an informational text about caring for animals).</p>
<p><b>Craft and Structure.</b></p>		

<p><b>RI.8.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><b>EERI.8.4.</b> Determine and analyze the meanings of words and phrases in informational text including technical and figurative language.</p>	<p><b>Level IV Students will:</b>  <b>EERI.8.4.</b> Determine and analyze the meanings of words and phrases in informational text including technical and figurative language.  <i>Ex.</i> Use an expression of figurative language from an informal text (e.g., “I have a dream”) to write a sentence.</p> <p><b>Level III Students will:</b>  <b>EERI.8.4.</b> Determine meanings of words and phrases in literature including technical and figurative language.  <i>Ex.</i> Given figurative language from a weather report and shown two different illustrations – one that shows it literally (large amounts of rain) and one that shows it figuratively (raining cats and dogs), determine which illustration is what the author meant.</p> <p><b>Level II Students will:</b>  <b>EERI.8.4.</b> Identify the meaning of multiple meaning words as they are used in informational text.  <i>Ex.</i> Given two pictures depicting the same word with different meanings (e.g., park a car and a national park), identify which illustration depicts what was meant in an informational text about national parks.  <i>Ex.</i> Given two pictures depicting the same word with different meanings (e.g., a rock on the ground and rock in a rocking chair), identify which illustration depicts what was meant in a physical science text.</p> <p><b>Level I Students will:</b>  <b>EERI.8.4.</b> Identify a word from an informational text.  <i>Ex.</i> After shared reading of a text, identify a word from it (e.g., point to an illustration of a frog in a book about frogs).  <i>Ex.</i> After shared reading of a text about space in which illustrations were included, respond to indicate a word from the text (e.g., Select the picture of a spaceship when asked, “Was this in the text?” when presented with the picture of a spaceship, a lake, and a building.).</p>
<p><b>RI.8.5.</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p><b>EERI.8.5.</b> Determine the role of sentences in a paragraph (e.g., topic sentence, supporting details, and examples).</p>	<p><b>Level IV Students will:</b>  <b>EERI.8.5.</b> Determine the role of sentences in a paragraph (e.g., topic sentence, supporting details, and examples).  <i>Ex.</i> Identify the topic sentence/main idea and two additional facts about it (e.g., The topic is Africa; there are tigers in Africa and there is not enough water.).  <i>Ex.</i> Retell main idea of an informational passage (e.g., Many animals live in the desert; the desert is dry; there are plants).</p> <p><b>Level III Students will:</b>  <b>EERI.8.5.</b> identify the topic sentence and two supporting details (e.g., topic sentence, details, and examples).  <i>Ex.</i> In the provided paragraph, identify the topic sentence and a sentence providing a supporting detail.  <i>Ex.</i> Underline the topic sentence and a detail in a passage displayed on an interactive whiteboard.</p> <p><b>Level II Students will:</b>  <b>EERI.8.5.</b> Identify topic sentence and a detail.  <i>Ex.</i> Using a paragraph projected on an interactive whiteboard, underline a detail in an article.  <i>Ex.</i> Given two sentences, underline the sentence containing a detail from an informational passage (e.g., Sally is a girl that works in the store.).</p> <p><b>Level I Students will:</b>  <b>EERI.8.5.</b> Indicate bold print or a highlighted word.  <i>Ex.</i> Point to a bolded print word from a sentence.</p>
<p><b>RI.8.6.</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p><b>EERI.8.6.</b> Determine an author’s purpose or point of view and response to conflicting evidence.</p>	<p><b>Level IV Students will:</b>  <b>EERI.8.6.</b> Determine an author’s purpose or point of view and response to conflicting evidence.  <i>Ex.</i> When presented with two texts on the same topic but from different viewpoints, identify the authors’ different perspectives.</p> <p><b>Level III Students will:</b></p>

		<p><b>EERI.8.6.</b> Determine an author’s purpose and point of view and identify an opposing point of view.  <i>Ex.</i> After reading an informational text, state the author’s purpose (e.g., After reading about Africa, answer, “What is the author trying to tell you?”  Say “About animals in Africa.”).  <i>Ex.</i> After watching a television commercial online (YouTube) or an advertisement printed in a magazine, identify the product and what the commercial wants you to do (e.g., What does the commercial say that convinces you about the product? What in the commercial makes you want to buy the product?).</p> <p><b>Level II Students will:</b>  <b>EERI.8.6.</b> Determine an author’s purpose or point of view.  <i>Ex.</i> Select text about snakes from at least three different options.</p> <p><b>Level I Students will:</b>  <b>EERI.8.6.</b> Identify a resource based on its purpose  <i>Ex.</i> Ask for a resource by topic or purpose, (e.g., The teacher says, “What do you want to read about?” and the student says, “tigers.”).  <i>Ex.</i> Use a preprogrammedC (Augmentative and Alternative Communication) device to request an informational text by topic or purpose.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RI.8.7.</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p><b>EERI.8.7.</b> Identify advantages and disadvantages of using different mediums (print, digital, multi-media) to present a topic or idea.</p>	<p><b>Level IV Students will:</b>  <b>EERI.8.7.</b> Identify advantages and disadvantages of using different mediums (print, digital, multi-media) to present a topic or idea.  <i>Ex.</i> Use a computer to type a journal entry.  <i>Ex.</i> Record a report on audio recording equipment.  <i>Ex.</i> Use PowerPoint to create a presentation.</p> <p><b>Level III Students will:</b>  <b>EERI.8.7.</b> Identify advantages or disadvantages of using different mediums (print, digital, multi-media)  <i>Ex.</i> Choose a medium for listening to music (e.g., DVD player or MP3 player).  <i>Ex.</i> Choose a medium for seeing and hearing another person not in the same room (e.g., Skype) or just hearing another person not in the same room (e.g., cell phone).  <i>Ex.</i> Choose the best medium for checking the spelling of a word (e.g., spell check or dictionary).  <i>Ex.</i> Given three possible sources, select the one that is best for the stated use (e.g., “Which would be used to see what is on TV tonight?” Possibilities include TV Guide, dictionary, or catalog).</p> <p><b>Level II Students will:</b>  <b>EERI.8.7.</b> Recognize different functions of media sources.  <i>Ex.</i> Recognize that one types on a computer (e.g., “What can you do on a computer?”).  <i>Ex.</i> Recognize that one can watch a movie on a television or computer (e.g., “What can you use to watch a movie?”).</p> <p><b>Level I Students will:</b>  <b>EERI.8.7.</b> Identify media sources.  <i>Ex.</i> Point to a television when named.  <i>Ex.</i> Point to a computer when named.</p>
<p><b>RI.8.8.</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and</p>	<p><b>EERI.8.8.</b> Determine whether claims in a text are fact or opinion and identify evidence to support facts.</p>	<p><b>Level IV Students will:</b>  <b>EERI.8.8.</b> Determine whether claims in a text are fact or opinion and identify evidence to support facts.  <i>Ex.</i> Determine whether stated information is true or false and point to the text.  <i>Ex.</i> State the reason something is real or fantasy (e.g., “Animals don’t really talk,” “houses don’t fly,” “people don’t fly”).</p>

<p>sufficient; recognize when irrelevant evidence is introduced.</p>		<p><b>Level III Students will:</b>  <b>EERI.8.8.</b> Determine whether claims in a text are fact or opinion.  <i>Ex.</i> After two statements are read by the student or teacher, identify which is a fact versus which is an opinion using key words such as I think, I believe, I feel (e.g., The water comes from rivers versus I think that people should take better care of the rivers.).</p> <p><b>Level II student will:</b>  <b>EERI.8.8.</b> Identify a factual statement from a text.  <i>Ex.</i> After reading a text with the teacher and a small group to determine which claims are fact, identify whether a statement is factual about a text (e.g., “Is the text we read about frogs catching flies with its tongue?”).  <i>Ex.</i> After reading and discussing a book with an adult to determine the facts it states, identify a fact from choices.</p> <p><b>Level I Students will:</b>  <b>EERI.8.8.</b> Respond to a statement about a passage.  <i>Ex.</i> After shared reading of an informational passage, repeat a word or phrase from the passage.  <i>Ex.</i> After shared reading of an informational passage, nod to agree when the teacher repeats a statement from the passage.</p>
<p><b>RI.8.9.</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p><b>EERI.8.9.</b> Compare and contrast the key information in more than two different texts on the same topic.</p>	<p><b>Level IV Students will:</b>  <b>EERI.8.9.</b> Compare and contrast the key information in more than two different texts on the same topic.  <i>Ex.</i> Provided a school’s football schedule, school poster, and a local sports article about the team, identify key information such as the next game, teams, score, etc.</p> <p><b>Level III Students will:</b>  <b>EERI.8.9.</b> Compare and contrast the key information in two different texts on the same topic.  <i>Ex.</i> Tell how two texts give different information on the same topic (e.g., The teacher asks, “Where can frogs live?” and the students respond, “Frogs can live in a pond. Frogs can live in trees.”).  <i>Ex.</i> Compare information from two books on the same geography topic (e.g., The teacher asks, “Both books are about the desert. What do both tell you about the desert?” and the student responds, “It is hot. It is dry.”).</p> <p><b>Level II Students will:</b>  <b>EERI.8.9.</b> Identify the topic and a fact from informational text.  <i>Ex.</i> After reading an informational text, tell whether a fact was stated in the text (e.g., “Did we learn that George Washington was the first president?”).  <i>Ex.</i> After reading an informational text, identify from choices a fact from the text.  <i>Ex.</i> After teacher shares informational text about cloud types, identify a picture showing cumulus clouds.</p> <p><b>Level I Students will:</b>  <b>EERI.8.9.</b> Identify a fact.  <i>Ex.</i> After shared reading and discussion of an informational text in which the teacher repeats facts read, identify a fact that answers a simple what question about the text using partner-assisted scanning or eye gaze.  <i>Ex.</i> During shared reading of informational text, use a switch, a nod, or answer “yes” or “no” when the teacher asks, “Did we read . . . ?”</p>
<p><b>Range of Reading and Level of Text Complexity.</b></p> <p><b>RI.8.10.</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity</p>	<p><b>EERI.8.10.</b></p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>

band independently and proficiently.		
<b>Writing</b>		
<p><b>Text Types and Purposes.</b></p> <p><b>W.8.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.8.1.a.</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>W.8.1.b.</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p><b>EEW.8.1.a.-b.</b> Write an argument to support claims with multiple reasons or pieces of evidence.</p>	<p><b>Level IV Students will:</b>  <b>EEW.8.1.a.-b.</b> Write an argument to support claims with multiple reasons or pieces of evidence.  <i>Ex.</i> Write a claim about the class election (e.g., “Joe is best”) and an argument to support the claim (e.g., “he is a friend”) and two or more reasons (e.g., “he is nice, smart”).  <i>Ex.</i> Write a claim (e.g., “School uniforms are bad.”) and an argument to support it (e.g., “They are ugly.”) with two or more reasons (e.g., “Brown is ugly.” “White is ugly.” “Sweater is ugly.”).  <i>Ex.</i> Write a claim about the school rules (e.g., “No fighting at school.”), an argument to support it (e.g., “It is the rule.”), and reasons why the rule exists (e.g., “Someone is hurt and mad. Not nice.”).</p> <p><b>Level III Students will:</b>  <b>EEW.8.1.a.-b.</b> Write an argument to support claims with two clear reasons or pieces of evidence.  <i>Ex.</i> Write a claim about the class election (e.g., “Joe is best”) and an argument to support the claim (e.g., “he is a friend”) and a reason (e.g., “he is good”).  <i>Ex.</i> Write a claim (e.g., “School uniforms are bad.”) and an argument to support it (e.g., “too hard”) with a reason (e.g., “lots of buttons”).  <i>Ex.</i> Write a claim (e.g., “No fighting at school.”), an argument to support it (e.g., “It is the rule.”), and a reason (e.g., “someone is hurt”).</p> <p><b>Level II Students will:</b>  <b>EEW.8.1.a.-b.</b> Write a claim with one clear reason or piece of evidence.  <i>Ex.</i> Write Joe is the best when asked to write about the upcoming class election, and after a teacher-led discussion of possible reasons, add an argument or reason to support it.  <i>Ex.</i> Write claim when asked about a school policy (e.g., “Uniforms are bad”), and following a teacher-led discussion, work with a peer to add an argument or reason to support it.  <i>Ex.</i> Write when asked about a school rule (e.g., “No fighting at school.”), and following a group brainstorming activity, add one argument or reason to support it.</p> <p><b>Level I Students will:</b>  <b>EEW.8.1.a.-b.</b> State an agreement or disagreement with claims written by peers.  <i>Ex.</i> After a peer writes, state agreement or disagreement (e.g., After a peer writes, “uniforms are bad,” indicate “Yes” when asked, “Do you agree? Are the uniforms bad?”) then using assistive technology, type letters or words to provide a reason.  <i>Ex.</i> After a peer writes, use a switch to agree or disagree (e.g., “Joe is best,” the student indicates “No” when asked, “Do you agree? Is Joe best for class president?”), and observe as the teacher adds the student’s name to the “Joe is best” chart and reads all the names aloud.  <i>Ex.</i> After a peer writes, indicate agreement or disagreement with a claim (e.g., A peer writes, “Principal has gray hair,” signal thumbs up to indicate agreement and thumbs down to indicate disagreement).</p>
<p><b>W.8.1.c.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p><b>EEW.8.1.c.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.8.1.d.</b> Establish and maintain a formal style.</p>	<p><b>EEW.8.1.d.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.8.1.e.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>EEW.8.1.e.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>

<p><b>W.8.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>W.8.2.a.</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>W.8.2.b.</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><b>EEW.8.2.a.-b.</b> Write informative/exploratory texts to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as appropriate formatting of graphics and multimedia as needed.</p>	<p><b>Level IV Students will:</b>  <b>EEW.8.2.a.-b.</b> Write informative/exploratory texts to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed.  <i>Ex.</i> Write about a hobby stating what the hobby is and reasons for it being he or she’s favorite hobby (e.g., “I like cooking. I like make grill ches [grilled cheese], mac n chees [macaroni and cheese]. I like melt ches [melted cheese]. I like make [making] hot fuj sunda [fudge sundaes] with ice crem sprinkls [cream sprinkles]. Ice crem [cream] is cold and swet [sweet.]”).</p> <p><b>Level III Students will:</b>  <b>EEW.8.2.a.-b.</b> Write informative/exploratory texts to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.  <i>Ex.</i> Write about a hobby stating what the hobby is, include facts and details about it (e.g., “I like cooking. Like pancake [pancakes], cereal, gril ches [grilled cheese], mac n ches [macaroni and cheese.]”), and then add pictures of favorite foods on the printed document.  <i>Ex.</i> Write about a topic assigned by the teacher clearly stating the topic, providing details about it, and selecting graphics from the Internet to support the final product.</p> <p><b>Level II Students will:</b>  <b>EEW.8.2.a.-b.</b> With guidance and support, write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.  <i>Ex.</i> Given a ready-made set-up in writing software with word and picture banks the teacher created about the student’s hobbies, select a hobby (e.g., cooking) and then select words from the word bank (e.g., pancakes, cereal, mac n cheese [macaroni and cheese]) and use spelling to write about the topic.  <i>Ex.</i> Given a ready-made set-up in writing software with word and picture banks the teacher created about a class subject, write about a topic assigned by the teacher clearly stating the topic, providing details about it, and selecting graphics from the Internet to support the final product.</p> <p><b>Level I Students will:</b>  <b>EEW.8.2.a.-b.</b> With guidance and support, participate in shared writing to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.  <i>Ex.</i> Work with peers who have chosen the same topic and make choices of facts, details, and/or graphics to add to the writing product.  <i>Ex.</i> Work in a group with the teacher who offers choices and models use of voice output communication devices to encourage active participation among all group members in the shared writing, adding the student’s messages to the shared writing text.  <i>Ex.</i> Point to symbols on a communication device to communicate ideas about an upcoming event, “I go,” which the teacher types in a talking word processor as the student observes and listens.  <i>Ex.</i> Point to symbols on a communication device to communicate information about transportation after school, “Mom drives,” selects from an online array of relevant photos, which the teacher adds to an online presentation site where the student can independently read, listen, and observe the text created.</p>
<p><b>W.8.2.c.</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><b>EEW.8.2.c.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.8.2.d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>EEW.8.2.d.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.8.2.e.</b> Establish and maintain a formal style.</p>	<p><b>EEW.8.2.e.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.8.2.f.</b> Provide a concluding statement or section that follows from and supports</p>	<p><b>EEW.8.2.f.</b> Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>

<p>the information or explanation presented.</p> <p><b>W.8.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>W.8.3.a.</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>W.8.3.b.</b> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p><b>EEW.8.3.</b> Select an event or personal experience and write a narrative that includes at multiple characters and multiple events in sequence.</p> <p><b>EEW.8.3.a.-b.</b> Introduce the experience or situation, at least one character, and two or more events in sequence.</p>	<p><b>Level IV Students will:</b>  <b>EEW.8.3.a.-b.</b> Select an event or personal experience and write a narrative that includes at multiple characters and multiple events in sequence.  <i>Ex.</i> Write about a personal experience (e.g., “go to movies”), writing about oneself (me) and friends, and including multiple events (“Go in car. By popcorn [popcorn]. Sit front [front].”).  <i>Ex.</i> After reading and discussing a non-fiction text, write a summary about an event (e.g., Boston Tea Party), the situation (tea tax), the actors (colonists), the actions (got on ships, threw tea in harbor).</p> <p><b>Level III Students will:</b>  <b>EEW.8.3.a.-b.</b> write a narrative about an experience or situation, at least one character, and two or more events in sequence.  <i>Ex.</i> Write about a personal experience (e.g., “make brownies [brownies]”), writing about oneself (me) and mom, and include two events (cook, eat.).  <i>Ex.</i> After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes into a summary about an event (e.g., Boston Tea Party), the situation (tea tax), the actors (colonists), the actions (got on ships, threw tea in harbor).</p> <p><b>Level II Students will:</b>  <b>EEW.8.3.a.-b.</b> Write a sentence about an experience or situation that includes at least one character and one or more events.  <i>Ex.</i> With guidance and support from a teacher who guides the student through each step of writing, write about going to the grocery store (sipping [shopping]).  <i>Ex.</i> After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., “This text is about _____. The colonists _____ did what two things _____ because _____.”).</p> <p><b>Level I Students will:</b>  <b>EEW.8.3.a.-b.</b> Communicate about a personal experience.  <i>Ex.</i> With the support of an adult who gets the student’s remnant book and turns the pages, select an artifact from the remnant book (e.g., movie ticket) and then use signs and gestures to say, “me go,” which the adult writes on a sticky note and reads aloud and sticks on the page in the book.  <i>Ex.</i> Using switches or symbols, select a word about something they like to do (e.g., go to movies, watch TV, play games), which the adult adds to a group chart of likes and dislikes and reads aloud to the group.  <i>Ex.</i> Having seen a photo from a field trip, use a multi-message device to communicate about the experience (“Go farm. Happy.”) which the teacher will write below the photo and read aloud as the student observes.</p>
<p><b>W.8.3.c.</b> Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>	<p><b>EEW.8.3.c.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.8.3.d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p><b>EEW.8.3.d.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>W.8.3.e.</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><b>EEW.8.3.e.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>Production and Distribution of Writing.</b></p>		

<p><b>W.8.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>EEW.8.4.</b> Produce writing that is appropriate for the task, purpose, or audience.</p>	<p><b>Level IV Students will:</b>  <b>EEW.8.4.</b> Produce writing that is appropriate for the task, purpose, or audience.  <i>Ex.</i> Write letter requesting information about a vacation spot.</p> <p><b>Level III Students will:</b>  <b>EEW.8.4.</b> Using a graphic organizer or template produce writing that is appropriate for the task, purpose, or audience.  <i>Ex.</i> Write the steps of the science experience in the group’s log.  <i>Ex.</i> Write a response to a book read in English language arts class following the rubric provided by the teacher.</p> <p><b>Level II Students will:</b>  <b>EEW.8.4.</b> Complete a writing that is appropriate for the task, purpose, or audience.  <i>Ex.</i> Select the appropriate words from a word bank to complete a thank you note.  <i>Ex.</i> Use a set of guidelines and word prediction software to write a letter with an opening, body, and a closing.</p> <p><b>Level I Students will:</b>  <b>EEW.8.4.</b> Write for a variety of purposes.  <i>Ex.</i> With a switch accessible ready-made set-up on the computer, write a report about a book by making choices between 2-3 options at a time to indicate the book title (e.g., selecting the book from three pictures of book covers), state an opinion (e.g., choose from good, bad, so-so), and select related facts or details to add (e.g., good ending).</p>
<p><b>W.8.5.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><b>EEW.8.5.</b> Plan by brainstorming and revise own writing by adding more information.</p>	<p><b>Level IV Students will:</b>  <b>EEW.8.5.</b> Plan by brainstorming and revise own writing by adding more information.  <i>Ex.</i> Given a topic and a sample brainstorming bubble, generate ideas and write them down, and, after getting feedback from peers, revise by adding additional ideas.  <i>Ex.</i> Develop outline before beginning the writing process (topic - favorite animals: outline three reasons for each favorite animal listed), and after getting a peer’s feedback, revise by adding to the outline.</p> <p><b>Level III Students will:</b>  <b>EEW.8.5.</b> Plan by brainstorming and revise own writing by adding more information.  <i>Ex.</i> After sharing writing with peers, work with peers to brainstorm ideas to add. Peers write all of the ideas in a list and give it to the student to use in revising and adding more information to improve the overall quality of the writing.  <i>Ex.</i> Work with peers to plan a written report of their research project. Each takes turns reading what they have to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it.  <i>Ex.</i> After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.</p> <p><b>Level II Students will:</b>  <b>EEW.8.5.</b> Plan by brainstorming to strengthen own writing.  <i>Ex.</i> Work with the teacher to brainstorm ideas of things to add to strengthen her writing. The teacher adds the ideas to a software-based graphic organizer and shows the student how the ideas can be used in writing.  <i>Ex.</i> Work with peers to brainstorm ideas for writing and record them in own writing folders to use in future writing.  <i>Ex.</i> Work with the teacher and peers in writing groups to listen to each group member respond (“What I liked best about your writing . . . ,” “One question I have is . . . ?” “One suggestion I have is . . . .”), and use that feedback to revise draft with teacher guidance.</p>

		<p><b>Level I Students will:</b>  <b>EEW.8.5.</b> Brainstorm ideas to use for writing.  <i>Ex.</i> With guidance and support from peers, select words from a word bank to write.  <i>Ex.</i> With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet (e.g., “Tell me the next one.”) and write desired letters (“Write that one for me.”).  <i>Ex.</i> Working with a peer on the computer, type a letter and the peer adds to the letter to create a word. Together, they compose a text.</p>
<p><b>W.8.6.</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p><b>EEW.8.6.</b> Use multiple forms of technology to produce writing using multiple while interacting and collaborating with others.</p>	<p><b>Level IV Students will:</b>  <b>EEW.8.6.</b> Use multiple forms of technology to produce writing using multiple while interacting and collaborating with others.  <i>Ex.</i> Work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.  <i>Ex.</i> In a science lesson, after visiting a topically relevant website, use a talking word processor to draft notes and then share what was learned with peers.</p> <p><b>Level III Students will:</b>  <b>EEW.8.6.</b> Use 2 forms of technology, including the Internet, to produce writing to interact and collaborate with others.  <i>Ex.</i> Use e-mail to interact with a pen pal.  <i>Ex.</i> Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.  <i>Ex.</i> Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with a keyboard, and share what was learned with classmates.  <i>Ex.</i> Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.</p> <p><b>Level II Students will:</b>  <b>EEW.8.6.</b> Use technology to produce writing while interacting and collaborating with others.  <i>Ex.</i> Use a list of criteria, word prediction software, and a keyboard to write an e-mail to a pen pal.  <i>Ex.</i> Use a keyboard programmed with the day’s activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook.</p> <p><b>Level I Students will:</b>  <b>EEW.8.6.</b> Use technology to while interacting and collaborating with others in shared writing activities.  <i>Ex.</i> Use voice output communication devices to interact with peers during collaborative writing projects, pointing out ideas or words they would like added to the text.  <i>Ex.</i> Use a preprogrammed keyboard to contribute to a small group writing project.  <i>Ex.</i> Use a camera to capture pictures that are then used in a story being developed by a small group and indicate “yes” or “no” when asked if accompanying text written by group seems on target.</p>
<p><b>Research to Build and Present Knowledge.</b></p> <p><b>W.8.7.</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p><b>EEW.8.7.</b> Conduct research projects to answer and pose questions based on multiple sources of information.</p>	<p><b>Level IV Students will:</b>  <b>EEW.8.7.</b> Conduct research projects to answer and pose questions based on multiple sources of information.  <i>Ex.</i> Interact with a variety of websites using a screen reader to access the information in order to answer a question posed by the teacher and generate two questions of his own.  <i>Ex.</i> Complete the K and W column of a KWL chart on a particular informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column as they know so.</p> <p><b>Level III Students will:</b></p>

		<p><b>EEW.8.7.</b> Conduct short research projects to answer and pose questions based on two sources of information.  <i>Ex.</i> Read a text posted on an interactive whiteboard, highlight the answer to a question posed by the teacher, and then use the information to write own question in response.  <i>Ex.</i> Complete the K and W column of a KWL chart on a particular informational topic, and then visit a website to answer questions they posed in the W column and take notes in the L column as they do so.</p> <p><b>Level II Students will:</b>  <b>EEW.8.7.</b> Conduct short research projects to answer questions based on one source of information.  <i>Ex.</i> Given a question and text posed on an interactive whiteboard, research to find the answer to a question after a peer reads the question aloud and discusses it with the student before reading the text aloud to find the answer.  <i>Ex.</i> Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., “Where is most of the water on earth?” “Water in oshun [ocean].”).</p> <p><b>Level I Students will:</b>  <b>EEW.8.7.</b> Participate in shared research and writing to answer questions.  <i>Ex.</i> Use partner-assisted scanning to answer a question during reading (e.g., The teacher tells students that they are going to listen while she reads in order to answer a question, “What did the main character do that is surprising?” and presents three choices. Then, the teacher reads to the place where the answer is, stops to reread the question and possible answers, then gets a response from the student using partner-assisted scanning.).  <i>Ex.</i> Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., “Where is most of the water on earth?” “Water in oshun [ocean].”).</p>
<p><b>W.8.8.</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>EEW.8.8.</b> Select quotes from multiple print or digital sources that state conclusions about a topic.</p>	<p><b>Level IV Students will:</b>  <b>EEW.8.8.</b> Select quotes from multiple print or digital sources that state conclusions about a topic.  <i>Ex.</i> Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes that state conclusions about the topic and write notes on the information they provide.  <i>Ex.</i> Given a collection of books, search for quotes that state conclusions on an assigned topic and write notes on the information they provide.</p> <p><b>Level III Students will:</b>  <b>EEW.8.8.</b> Select quotes from multiple print or digital sources that provide important information about a topic.  <i>Ex.</i> Given a collection of articles on a social studies topic, read the articles and highlight quotes that provide important information on the topic and write notes about the information they provide.  <i>Ex.</i> Given a series of bookmarked websites, navigate to each site, copy/paste quotes that provide important information, and add notes on the information they provide.</p> <p><b>Level II Students will:</b>  <b>EEW.8.8.</b> Select quotes from print or digital sources that provide information about a topic.  <i>Ex.</i> Highlight quotes from an informational text on a topic (e.g., Harriet Tubman was the conductor on the underground railroad.) and add notes on the information they provide.  <i>Ex.</i> Use the highlighting feature on an interactive whiteboard to highlight and save quotes from a paragraph, and then write notes on information they provide.  <i>Ex.</i> Given a book, mark informative quotes with sticky notes, and with teacher guidance and support, write notes on information they provide.  <i>Ex.</i> Given a selection of quotes from a text on a given topic, identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean.</p> <p><b>Level I Students will:</b>  <b>EEW.8.8.</b> During shared reading, identify when information about a topic is read.</p>

		<p>Ex. Use a single message voice output communication device to say, "That's about _____." each time the teacher reads something about the character in the book. The teacher attributes meaning by connecting to information on the page.</p> <p>Ex. During shared reading, given a list of words (some of which are relevant in the text), identify those that are connected meaningfully, and with teacher guidance and support, determine from page and yes or no responses what information they provide.</p>
<p><b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.8.9.a.</b> Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p>	<p><b>EEW.8.9.</b> Apply <i>Essential Elements of Grade 8 Reading Standards</i> to literature (e.g., "Compare and contrast themes, patterns of events, or characters across multiple stories or dramas.").</p> <p><b>EEW.8.9.a.</b> Apply <i>Essential Elements of Grade 8 Reading Standards</i> to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.").</p>	<p><b>Level IV Students will:</b>  <b>EEW.8.9.a.</b> Apply <i>Essential Elements of Grade 8 Reading Standards</i> to literature (e.g., "Compare and contrast themes, patterns of events, or characters across multiple stories or dramas.").</p> <p><b>Level III Students will:</b>  <b>EEW.8.9.a.</b> Apply <i>Essential Elements of Grade 8 Reading Standards</i> to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.").</p> <p>Ex. After reading to compare and contrast two stories, write about the differences between the two texts.  Ex. After reading to identify which incidents in a story or drama lead to subsequent incidents, write about those incidents.  Ex. After reading two stories, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters and people in the two texts and what is the same, and then having converted the Venn diagram into an outline via the software, expand the notes as a comparison passage.</p> <p><b>Level II Students will:</b>  <b>EEW.8.9.a.</b> Apply <i>Essential Elements of Grade 8 Reading Standards</i> to literature (e.g., "Compare or contrast themes, patterns of events, or characters across two or more stories or dramas.").</p> <p>Ex. After reading to compare and contrast two stories with the teacher and a small group of peers, convert the graphic organizer they created in software into a text-based outline and expand on the words to write about the ways the books are the same and different.  Ex. After reading a story and a topically related history text, with teacher guidance and support, complete notes in a Venn Diagram in graphic organizer software, listing what is unique to characters in a fictional text and people in a topically related nonfiction text and what is the same, and then, with teacher guidance, turning the notes into sentences comparing the two.</p> <p><b>Level I Students will:</b>  <b>EEW.8.9.a.</b> Participate in shared writing activities that apply <i>Essential Elements of Grade 8 Reading Standards</i> to literature matching a story to a graphic.  Ex. Working with a teacher and a small group of peers, use a sequenced message voice output device to direct peers (e.g., How were they the same? Did you write it?) with asking questions to support their writing about the ways the two texts are the same and different and answer yes or no questions from the teacher about whether they agree with what the students write.</p>
<p><b>W.8.9.b.</b> Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>	<p><b>EEW.8.9.b.</b> Apply <i>Essential Elements of Grade 8 Reading Standards</i> to informational text (e.g., determine whether claims in a text are fact or opinion and identify evidence to support the facts).</p>	<p><b>Level IV Students will:</b>  <b>EEW.8.9.b.</b> Apply <i>Essential Elements of Grade 8 Reading Standards</i> to informational text (e.g., determine whether claims in a text are fact or opinion and identify evidence to support facts).</p> <p>Ex. Read a text to determine which claims are fact and then make a list of those facts from the text.  Ex. Read a book to determine the author's point of view and then write about it including evidence from the text.</p> <p><b>Level III Students will:</b>  <b>EEW.8.9.b.</b> Apply <i>Essential Elements of Grade 8 Reading Standards</i> to informational text (e.g., determine whether claims in a text are fact or opinion).</p> <p>Ex. Read a text to determine which claims are fact and then make a list of those facts.  Ex. Read a book to determine the author's point of view and then write about it.</p> <p><b>Level II Students will:</b>  <b>EEW.8.9.b.</b> Apply <i>Essential Elements of Grade 8 Reading Standards</i> to informational text (e.g., determine whether claims in a text are facts).</p>

		<p><i>Ex.</i> Read a text with the teacher and a small group to determine which claims are fact and then work with the group to write a list of those facts.  <i>Ex.</i> After reading a book with an adult to determine the author's point of view, discuss the point of view and write about the facts from the conversation while the teacher helps the student recall the facts.</p> <p><b>Level I Students will:</b>  <b>EEW.8.9.b.</b> Participate in group writing activities applying <i>Essential Elements of Grade 8 Reading Standards</i> to informational text (e.g., determine whether claims in a text are fact or opinion).  <i>Ex.</i> Use voice output communication devices to interact with peers during collaborative writing projects.  <i>Ex.</i> Use a preprogrammed keyboard and alphabet access to contribute to a small group writing project.</p>
<p><b>Range of Writing.</b></p> <p><b>W.8.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p>	<p><b>EEW.8.10.</b> Write routinely over extended time frames (research, reflection, and revision).</p>	<p><b>Level IV Students will:</b>  <b>EEW.8.10.</b> Write routinely over extended time frames (research, reflection, and revision).  <i>Ex.</i> Keep a daily journal for five minute writings.</p> <p><b>Level III Students will:</b>  <b>EEW.8.10.</b> Write routinely for a variety of tasks, purposes, and audiences.  <i>Ex.</i> Write a note to the principal about an upcoming event.  <i>Ex.</i> Write a short research report for social studies class.</p> <p><b>Level II Students will:</b>  <b>EEW.8.10.</b> Write routinely for a variety for one minute of tasks, purposes, and audiences.  <i>Ex.</i> Using word prediction software on the computer and teacher feedback, write a note to the school principal about an upcoming event.  <i>Ex.</i> Using word prediction software and a set of criteria, complete a short research report.  <i>Ex.</i> With guidance and support, write labels to go with a display for a group research project.</p> <p><b>Level I Students will:</b>  <b>EEW.8.10.</b> Communicate routinely in ways that are linked to writing for a variety of purposes and audiences.  <i>Ex.</i> After shared reading of an informational passage and repeating a word or phrase from the passage, use a multiple message voice output device and models from an adult communication partner to make comments during group writing projects which are written on a comments page and read aloud to the student by a peer.  <i>Ex.</i> After shared reading of an informational passage and nodding to agree when the teacher repeats a statement from the passage, use a multiple message voice output device with a peer who helps navigate to the appropriate page to give feedback to peers who are sharing their writing. This feedback is written by peers on their drafts and read aloud to the student.</p>
<p><b>Speaking and Listening</b></p>		

<p><b>Comprehension and Collaboration.</b></p> <p><b>SL.8.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL.8.1.a.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><b>EESL.8.1.</b> Come to discussions with self-created materials or supports to use in sharing information.</p> <p><b>EESL.8.1.a.</b> Come to discussions prepared to share information previously studied.</p>	<p><b>Level IV Students will:</b>  <b>EESL.8.1.a.</b> Come to discussions with self-created materials or supports to use in sharing information.  <i>Ex.</i> Program information into a multiple message voice output device for use in discussion and opens page with messages as discussion begins.  <i>Ex.</i> Prepare note cards with pictures and words to use during a discussion.</p> <p><b>Level III Students will:</b>  <b>EESL.8.1.a.</b> Come to discussions prepared to share information.  <i>Ex.</i> Practice preprogrammed messages in a multiple message voice output device for use in discussion.  <i>Ex.</i> Preview a discussion study guide prior to the discussion.</p> <p><b>Level II Students will:</b>  <b>EESL.8.1.a.</b> Prepare for discussions.  <i>Ex.</i> Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about . . . ).  <i>Ex.</i> Prepare for a discussion about a science topic by watching a video on the topic prior to the discussion.</p> <p><b>Level I Students will:</b>  <b>EESL.8.1.a.</b> Participate in discussions.  <i>Ex.</i> Respond to others when addressed.  <i>Ex.</i> Use a switch/step-by-step or symbols to make comments to others during discussions.</p>
<p><b>SL.8.1.b.</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><b>EESL.8.1.b.</b> Follow simple rules and carry out roles during discussions.</p>	<p><b>Level IV Students will:</b>  <b>EESL.8.1.b.</b> Follow simple rules and carry out assigned roles during discussions.  <i>Ex.</i> Lead discussion on an assigned topic by beginning the discussion and waiting for others to respond before adding more.  <i>Ex.</i> Report on information requested by the group when the group leader requests the information and respond to follow-up questions when asked.</p> <p><b>Level III Students will:</b>  <b>EESL.8.1.b.</b> Follow simple rules and participate during discussions.  <i>Ex.</i> Present facts about the content being discussed when called on.  <i>Ex.</i> When assigned the role of clarifier, prepare questions (e.g., "Why do you think that is so?") and ask them after another speaker completes a point to seek clarifying information.  <i>Ex.</i> When assigned the role of leader, use a preprogrammed message to begin the discussion and then keep the discussion going with other preprogrammed continuing messages.</p> <p><b>Level II Students will:</b>  <b>EESL.8.1.b.</b> Follow simple rules for discussions.  <i>Ex.</i> Listen to others during discussion without interrupting.  <i>Ex.</i> Given a visual cue to wait, wait for others to finish speaking and for the visual cue to be replaced with a cue for your turn before adding prepared comments.</p> <p><b>Level I Students will:</b>  <b>EESL.8.1.b.</b> Respond appropriately when addressed.  <i>Ex.</i> When spoken to respond correctly.  <i>Ex.</i> Use a preprogrammed, single message voice output device to contribute a prepared comment during a group discussion.</p>

<p><b>SL.8.1.c.</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p><b>SL.8.1.d.</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p><b>EESL.8.1.c.-d.</b> Respond to others' questions and comments by answering questions regarding content.</p>	<p><b>Level IV Students will:</b>  <b>EESL.8.1.c.-d.</b> Respond to others' questions and comments by asking and answering questions regarding content.  <i>Ex.</i> Ask and answer questions related to a topic.  <i>Ex.</i> Tell purpose of conversation/story.</p> <p><b>Level III Students will:</b>  <b>EESL.8.1.c.-d.</b> Respond to others' questions and comments by answering questions regarding content.  <i>Ex.</i> After attending an assembly, answer questions.  <i>Ex.</i> During a presentation by a police officer, discuss the duties of a police officer (e.g., keep safe).</p> <p><b>Level II Students will:</b>  <b>EESL.8.1.c.-d.</b> Respond to information presented by an unfamiliar person.  <i>Ex.</i> Answer questions to complete an assigned task.  <i>Ex.</i> Using voice, eye gaze to two or three symbols, or a multi-message communication system, respond when asked what student thought of a speaker's presentation (e.g., "I liked it," "Boring," "Funny," "Interesting").</p> <p><b>Level I Students will:</b>  <b>EESL.8.1.c.-d.</b> Respond to information presented by a familiar person or others.  <i>Ex.</i> Clap when the speaker is finished.  <i>Ex.</i> Move head to follow the speaker when he or she moves around during presentation.</p>
<p><b>SL.8.2.</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><b>EESL.8.2.</b> Relate information to its purpose as presented in graphical, oral, visual, or multimodal formats.</p>	<p><b>Level IV Students will:</b>  <b>EESL.8.2.</b> Relate information to its purpose as presented in graphical, oral, visual, or multimodal formats.  <i>Ex.</i> State the purpose of an informational video (e.g., "Teach us about lions.") and relate information (e.g., "Lions not many. No place to live.").  <i>Ex.</i> State the purpose of a graph (e.g., "Shows you what kids like to wear most.") and relate information (e.g., "Kids buy backpacks happy colors.").  <i>Ex.</i> Use a multiple message voice output device to state the purpose of a presentation by a visitor (e.g., "Tell about work in city.") and relate information (e.g., "Know what jobs.").</p> <p><b>Level III Students will:</b>  <b>EESL.8.2.</b> Describe the purpose of information presented in graphical, oral, visual, or multimodal formats.  <i>Ex.</i> State the purpose of an informational video (e.g., "Teach us about lions.").  <i>Ex.</i> State the purpose of a graph (e.g., "Shows you what kids like to wear most.").  <i>Ex.</i> Use a multiple message voice output device to state the purpose of a presentation by a visitor (e.g., "Tell about work in city.").</p> <p><b>Level II Students will:</b>  <b>EESL.8.2.</b> Identify the topic of information presented in oral, visual, or multimodal formats.  <i>Ex.</i> State the topic of an information video (e.g., "lions").  <i>Ex.</i> State the topic of a graph (e.g., "things kids wear").  <i>Ex.</i> Use a multiple message voice output device to state the topic of a presentation by a visitor (e.g., "work").</p> <p><b>Level I Students will:</b>  <b>EESL.8.2.</b> Identify one detail or fact from information presented in oral, visual, or multimodal formats.  <i>Ex.</i> After watching an informational video, select from an array of choices a picture that reflects one detail or fact from the video.  <i>Ex.</i> After viewing and discussing a graph of things students like to wear the most, select a garment from a display of garments when asked, "What did the students like to wear?"</p>

<p><b>SL.8.3.</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p><b>EESL.8.3.</b> Determines which claims in an oral presentation are fact and which are opinion.</p>	<p><b>Level IV Students will:</b>  <b>EESL.8.3.</b> Determines which claims in an oral presentation are fact and which are opinion.  <i>Ex.</i> After listening to an oral presentation and being provided with a list of claims from the presentation, sort them into two groups: facts and opinions.  <i>Ex.</i> After viewing a video of an oral presentation once, watch again and when the teacher stops the video after each claim, determine if the claim is fact or opinion.</p> <p><b>Level III Students will:</b>  <b>EESL.8.3.</b> Determine whether claims in an oral presentation are fact or opinion.  <i>Ex.</i> Restate a claim made by the presenter and tell if it is true or not (e.g., “He said frogs catch flies with their tongues. Fact! My frog eats flies.”).  <i>Ex.</i> After listening to an oral presentation and being presented with two claims from the presentation, indicate which is fact and which is opinion.</p> <p><b>Level II Students will:</b>  <b>EESL.8.3.</b> Determine whether a single claim made by a speaker is fact or opinion.  <i>Ex.</i> During a conversation about a book, indicate whether a peer’s comment is fact or opinion (e.g., A peer says, “That was the best book ever!” When asked, the student can indicate if the statement is fact or opinion.)  <i>Ex.</i> After morning announcements, when the teacher writes one of the statements that was made on the board (e.g., “The boys won the track meet.”), indicate if the statement is fact or opinion.</p> <p><b>Level I Students will:</b>  <b>EESL.8.3.</b> State own opinion on a topic.  <i>Ex.</i> After listening to an oral presentation, select a symbol to indicate whether it was a good or bad presentation.  <i>Ex.</i> After listening to an oral presentation, give a thumbs-up or thumbs- down to indicate whether it was a good or bad presentation.</p>
<p><b>Presentation of Knowledge and Ideas.</b></p> <p><b>SL.8.4.</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well- chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>EESL.8.4.</b> Present findings including multiple relevant details.</p>	<p><b>Level IV Students will:</b>  <b>EESL.8.4.</b> Present findings including multiple relevant details to support claims.  <i>Ex.</i> Use presentation software to present information from an inquiry project including general findings (e.g., “Siberian tigers are the largest animals in the cat family.”) and specific details (e.g., “They weigh up to 1,000 lbs. and grow as long as 13 ft.”).  <i>Ex.</i> Present findings from a science experiment (e.g., “Hot things make cold things warm.”) including details (e.g., “The hot brick stayed hot and the cold pack got warm.”).</p> <p><b>Level III Students will:</b>  <b>EESL.8.4.</b> Present findings including two relevant details.  <i>Ex.</i> Present findings from a science experiment (e.g., “The cold pack got warm.”) including details (e.g., “The hot brick stayed hot.”).  <i>Ex.</i> After reading a book to learn about an assigned topic, present information from the book including relevant details.</p> <p><b>Level II Students will:</b>  <b>EESL.8.4.</b> Present findings.  <i>Ex.</i> Presents findings from a science experiment (e.g., “The cold pack got warm.”).  <i>Ex.</i> Choose from several choices about the findings of an experiment (e.g., one finding and two details) and present findings.  <i>Ex.</i> After viewing a video about an assigned topic for the purpose of learning two key ideas, present findings.</p> <p><b>Level I Students will:</b>  <b>EESL.8.4.</b> Present findings from a group project.  <i>Ex.</i> Given a presentation including the findings from a group project, the student uses a switch to the advance through the slides when</p>

		prompted. <i>Ex.</i> Use a sequenced message device to present findings from a group project one detail at a time.
<b>SL.8.5.</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>EESL.8.5.</b> Create a presentation with multimedia and visual information integrated throughout.	<p><b>Level IV Students will:</b> <b>EESL.8.5.</b> Create a presentation with multimedia and visual information integrated throughout. <i>Ex.</i> After reading and viewing information about a topic, create a presentation that includes important information integrated with pictures, sounds, and other multimedia elements. <i>Ex.</i> Create a display to present information on a topic that includes text, illustrations, pictures, and sounds.</p> <p><b>Level III Students will:</b> <b>EESL.8.5.</b> Integrate multimedia and visual information into presentations. <i>Ex.</i> Given a presentation on a familiar topic, select pictures and sounds to include and select the place where they will fit in the presentation. <i>Ex.</i> Given the text of a presentation displayed on an interactive whiteboard and a palette of clipart images, select images and place them into the presentation.</p> <p><b>Level II Students will:</b> <b>EESL.8.5.</b> Select visuals and other multimedia elements to include in a presentation. <i>Ex.</i> Given an array of pictures, select pictures to include in a presentation. <i>Ex.</i> Given a selection of sound clips, select the sounds to include in a presentation.</p> <p><b>Level I Students will:</b> <b>EESL.8.5.</b> Select a visual or other multimedia element to include in a group presentation. <i>Ex.</i> Given a presentation created by a small group of peers and an array of possible visual supports identified by peers, select a visual to include in the presentation. <i>Ex.</i> Given a presentation created by a group of peers and two possible sound effects to include, select a sound effect.</p>
<b>Language</b>		
<b>Conventions of Standard English.</b>		
<b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>EEL.8.1.</b> Demonstrate conventions of standard English grammar when writing or communicating.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.8.1.a.</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their functions in particular sentences.	<b>EEL.8.1.a.</b> Not Applicable.	
<b>L.8.1.b.</b> Form and use verbs in the active and passive voice.	<b>EEL.8.1.b.</b> Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).	<p><b>Level IV Students will:</b> <b>EEL.8.1.b.</b> Write using the simple regular and irregular verb tenses (e.g., "I eat, I ate, I am eating"). <i>Ex.</i> Given a model of text with multiple forms of one verb ("Look at me run. Yesterday I ran. Tomorrow I will go running. Do you like to run?") The student writes own book using another verb ("Look at me eat. Yesterday I ate. Tomorrow I will be eating. Do you like to eat?").</p> <p><b>Level III Students will:</b> <b>EEL.8.1.b.</b> Write using the simple verb tenses (e.g., "I walked, I walk, I will walk"). <i>Ex.</i> In reviewing the day's schedule, the student reports, "I did reading, I went to P.E., I ate snack."</p> <p><b>Level II Students will:</b> <b>EEL.8.1.b.</b> Use past tense verbs when writing or communicating. <i>Ex.</i> Write captions for photos showing an activity the class did identifying the action in the photo (e.g., "saw movie, danced to music, cooked</p>

		<p>pizza, worked”).</p> <p><b>Level I Students will:</b>  <b>EEL.8.1.b.</b> Demonstrate understanding of common verbs.  <i>Ex.</i> Look when asked to look.  <i>Ex.</i> Push the cart when asked to push it.</p>
<b>L.8.1.c.</b> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<b>EEL.8.1.c.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.
<b>L.8.1.d.</b> Recognize and correct inappropriate shifts in verb voice and mood.	<b>EEL.8.1.d.</b> Use matching forms and tenses of nouns and verbs.	<p><b>Level IV Students will:</b>  <b>EEL.8.1.d.</b> Use matching forms and tenses of nouns and verbs.  <i>Ex.</i> Combine two sentences that require changes to nouns and/or verbs when combined (e.g., “I am going. You are going. We are going.”).</p> <p><b>Level III Students will:</b>  <b>EEL.8.1.d.</b> Use appropriate verbs to match nouns.  <i>Ex.</i> Use appropriate forms of is and are when describing self and others.</p> <p><b>Level II Students will:</b>  <b>EEL.8.1.d.</b> Combine verb + noun in writing or communication.  <i>Ex.</i> Communicate using a noun and verb (e.g., “man go, Sally stay”).  <i>Ex.</i> Communicate a desired activity using a noun and verb (e.g., play ball, make cake).</p> <p><b>Level I Students will:</b>  <b>EEL.8.1.d.</b> Demonstrate understanding of common verbs.  <i>Ex.</i> Follow verbal commands (e.g., sit, go, and stay).</p>
<p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.8.2.a.</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<p><b>EEL.8.2.</b> Use end punctuation and capitalization when writing text with multiple sentences.</p> <p><b>EEL.8.2.a.</b> Use end punctuation and capitalization when writing a sentence or question.</p>	<p><b>Level IV Students will:</b>  <b>EEL.8.2.a.</b> Use end punctuation and capitalization when writing text with multiple sentences.  <i>Ex.</i> When writing a journal entry, starts each sentence with a capital and ends each sentence appropriately with a period.  <i>Ex.</i> Writes a short story and uses correct ending punctuation and capitalization throughout.</p> <p><b>Level III Students will:</b>  <b>EEL.8.2.a.</b> Use end punctuation and capitalization when writing a sentence or question.  <i>Ex.</i> Write a single sentence about an observation during science class and use a capital letter to start and a period correctly at the end of the sentence.  <i>Ex.</i> Write a note to a friend including the question, “John, will you go?” Capitalizing the friend’s name, first word, and use a question mark correctly.</p> <p><b>Level II Students will:</b>  <b>EEL.8.2.a.</b> Use a period to end a sentence and capitalize the first word.  <i>Ex.</i> When participating in shared writing, remind the teacher to start with a capital and end the sentence with a period.</p> <p><b>Level I Students will:</b>  <b>EEL.8.2.a.</b> Participate in shared writing of sentences.  <i>Ex.</i> Make a choice from two items to complete a sentence during shared writing.</p>
<b>L.8.2.b.</b> Use an ellipsis to indicate an omission.	<b>EEL.8.2.b.</b> Not Applicable.	***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.

<p><b>L.8.2.c.</b> Spell correctly.</p>	<p><b>EEL.8.2.c.</b> Spell two-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p>	<p><b>Level IV Students will:</b>  <b>EEL.8.2.c.</b> Spell two-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.  <i>Ex.</i> Write a short story, use correct spelling for most words, and use complete phonetic spellings for words with two or more syllables.</p> <p><b>Level III Students will:</b>  <b>EEL.8.2.c.</b> Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.  <i>Ex.</i> Spell words phonetically when writing simple sentences.</p> <p><b>Level II Students will:</b>  <b>EEL.8.2.c.</b> Spell common sight words correctly.  <i>Ex.</i> During shared writing the teacher asks, “Who can help me spell can?” and the student replies, c-a-n.  <i>Ex.</i> In own writing, spell common sight words correctly including words like: is, the, in, at, can, on.</p> <p><b>Level I Students will:</b>  <b>EEL.8.2.c.</b> Demonstrate awareness of letters and words.  <i>Ex.</i> Point to letters on a bulletin board in the hallway when asked, “Where are the letters?”  <i>Ex.</i> Point to text when asked to show me the words to read in a book.</p>
<p><b>Knowledge of Language.</b></p> <p><b>L.8.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.8.3.a.</b> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p><b>EEL.8.3.a.</b> Use to-be verbs accurately when writing and communicating multiple thoughts or ideas.</p> <p><b>EEL.8.3.a.</b> Use to-be verbs (am, are, is, was, were, be, become, became)</p>	<p><b>Level IV Students will:</b>  <b>EEL.8.3.a.</b> Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating multiple thoughts or ideas.</p> <p><b>Level III Students will:</b>  <b>EEL.8.3.a.</b> Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating.  <i>Ex.</i> Shift from “I am” to “we are” when talking about an upcoming event.  <i>Ex.</i> Write in journal about own feelings “I am” and those of friends “he is” or “he was.”</p> <p><b>Level II Students will:</b>  <b>EEL.8.3.a.</b> Use “I am” and “I was” accurately when writing and communicating.  <i>Ex.</i> Report on emotions saying, “I am happy.”  <i>Ex.</i> Write “I was scared” when writing about a movie they watched.</p> <p><b>Level I Students will:</b>  <b>EEL.8.3.a.</b> Demonstrate understanding of common verbs.  <i>Ex.</i> Respond when asked a question using a common verb (e.g., “Do you want to go? Are you ready?”).  <i>Ex.</i> Point to a picture that depicts a common verb (e.g., “Show me run.”).</p>
<p><b>Vocabulary Acquisition and Use.</b></p> <p><b>L.8.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L.8.4.a.</b> Use context (e.g., the overall</p>	<p><b>EEL.8.4.</b> Use context to determine the meaning of a new word.</p> <p><b>EEL.8.4.a.</b> Use context to identify which word in an array of content related words is missing from a sentence.</p>	<p><b>Level IV Students will:</b>  <b>EEL.8.4.a.</b> Use context to determine the meaning of a new word.  <i>Ex.</i> Given a sentence with an underlined word, replace the underlined word with another word that has the same meaning.</p> <p><b>Level III Students will:</b>  <b>EEL.8.4.a.</b> Use context to identify which word in an array of content-related words is missing from a sentence.  <i>Ex.</i> Complete a maze task by using context to fill in missing words.</p>

<p>meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>		<p><b>Level II Students will:</b>  <b>EEL.8.4.a.</b> Match vocabulary to meaning.  <i>Ex.</i> Match a word to its meaning.  <i>Ex.</i> Match a picture to word.</p> <p><b>Level I Students will:</b>  <b>EEL.8.4.a.</b> Demonstrate an understanding of the meaning of common words.  <i>Ex.</i> Identify an object named by an adult.</p>
<p><b>L.8.4.b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>	<p><b>EEL.8.4.b.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.8.4.c.</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><b>EEL.8.4.c.</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</p>	<p><b>Level IV Students will:</b>  <b>EEL.8.4.c.</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.  <i>Ex.</i> Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word.  <i>Ex.</i> Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning.  <i>Ex.</i> Look up an unfamiliar word in a primary dictionary to check the meaning.  <i>Ex.</i> Use resources to find meaning of unfamiliar words.</p> <p><b>Level III Students will:</b>  <b>EEL.8.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.  <i>Ex.</i> While reading, the student points to an unfamiliar word and asks, "What's that?"  <i>Ex.</i> Use a bulletin board, created by the teacher, to clarify meaning of an unfamiliar word encountered while reading.</p> <p><b>Level II Students will:</b>  <b>EEL.8.4.c.</b> Recognize a new word when encountered while reading or communicating.  <i>Ex.</i> While reading with a teacher, point to a word indicating that it is the new word they just learned.</p> <p><b>Level I Students will:</b>  <b>EEL.8.4.c.</b> Ask for help when needed.  <i>Ex.</i> Indicate need for help by raising hand, hitting switch, etc.  <i>Ex.</i> Use a switch to indicate understanding when asked, "Do you understand?" or "Do you have any questions?"  <i>Ex.</i> Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.</p>
<p><b>L.8.4.d.</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>EEL.8.4.d.</b>  Not Applicable.</p>	<p>***The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities and/or they have been covered in previous standards.</p>
<p><b>L.8.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.8.5.a.</b> Interpret figures of speech (e.g., verbal irony, puns) in context.</p>	<p><b>EEL.8.5.a.</b> Use multiple meaning words.</p> <p><b>EEL.8.5.a.</b> Demonstrate understanding of the use of multiple meaning words.</p>	<p><b>Level IV Students will:</b>  <b>EEL.8.5.a.</b> Use multiple meaning words.  <i>Ex.</i> Use words in a communication device to convey multiple meanings (e.g., uses "cool" to comment on the temperature and the shirt someone is wearing).</p> <p><b>Level III Students will:</b>  <b>EEL.8.5.a.</b> Demonstrate understanding of the use of multiple meaning words.</p>

		<p><i>Ex.</i> Given an array of choices, point to a second meaning of a word when the first meaning is provided (e.g., draw the curtains).  <i>Ex.</i> Describe meaning of sentences that use multiple meaning words in two ways (e.g., “I had a fit when my shoes didn’t fit.”).</p> <p><b>Level II Students will:</b>  <b>EEL.8.5.a.</b> Demonstrate understanding of common idioms that include multiple meaning words.  <i>Ex.</i> Given an array of choices, demonstrate the literal meaning of common idioms such as “we’re cool” or “you bet.”</p> <p><b>Level I Students will:</b>  <b>EEL.8.5.a.</b> Respond to a common idiom used by a peer.  <i>Ex.</i> Smile when a peer or teacher says, “We’re cool” to indicate a positive reaction.</p>
<p><b>L.8.5.b.</b> Use the relationship between particular words to better understand each of the words.</p>	<p><b>EEL.8.5.b.</b> Use compound and complex words when writing and communicating.</p>	<p><b>Level IV Students will:</b>  <b>EEL.8.5.b.</b> Use compound and complex words when writing and communicating.  <i>Ex.</i> Write a response to a reading selection that includes some compound or complex words.</p> <p><b>Level III Students will:</b>  <b>EEL.8.5.b.</b> Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).  <i>Ex.</i> Identify a picture that depicts the meaning of a compound or complex word.</p> <p><b>Level II Students will:</b>  <b>EEL.8.5.b.</b> Use knowledge of common words to understand the meaning of compound words.  <i>Ex.</i> Identify common word/s that are part of a compound word.</p> <p><b>Level I Students will:</b>  <b>EEL.8.5.b.</b> Demonstrate understanding of single-syllable words that comprise compound words.  <i>Ex.</i> Identify a picture or other symbolic representation of a bird or house.  <i>Ex.</i> Demonstrate understanding of such words as walk (walkway), run (runway), and hand (handstand) using actions and gestures.</p>
<p><b>L.8.5.c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p><b>EEL.8.5.c.</b> Use a variety of descriptive words to add meaning when writing and communicating.</p>	<p><b>Level IV Students will:</b>  <b>EEL.8.5.c.</b> Use a variety of descriptive words to add meaning when writing and communicating.  <i>Ex.</i> Use more than one adjective when providing a description of an event.  <i>Ex.</i> Given an array of adjectives, select several to use in adding more meaning to a writing assignment that is being revised.</p> <p><b>Level III Students will:</b>  <b>EEL.8.5.c.</b> Use descriptive words to add meaning when writing and communicating.  <i>Ex.</i> Write simple sentences that include adjectives to describe pictures.  <i>Ex.</i> Add a descriptive word to a sentence to enhance the meaning while completing a writing assignment.</p> <p><b>Level II Students will:</b>  <b>EEL.8.5.c.</b> With support, identify where descriptive words could be used, add them to writing and communication.  <i>Ex.</i> After writing a simple sentence, identify an adjective to insert into a given spot chosen by an adult.</p> <p><b>Level I Students will:</b>  <b>EEL.8.5.c.</b> With support, identify descriptive words.  <i>Ex.</i> Respond “red” when asked “What color is this ball?”  <i>Ex.</i> Respond questions correctly when correlating with a story (e.g., “How would you describe the girl in the story? Tall or short?”).</p>

<p><b>L.8.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>EEL.8.6.</b> Acquire and use general academic and domain-specific words and phrases.</p>	<p><b>Level IV Students will:</b>  <b>EEL.8.6.</b> Acquire and use general academic and domain-specific words and phrases.  <i>Ex.</i> Describe the elements on a map using the legend as needed.  <i>Ex.</i> Describe steps in writing (e.g., draft, revise).</p> <p><b>Level III Students will:</b>  <b>EEL.8.6.</b> Acquire and use general academic and domain-specific words and phrases.  <i>Ex.</i> When asked questions like, “What do you learn in science?” respond, “magnet.”  <i>Ex.</i> In an end-of-day writing wrap-up, list words and phrases learned during the day.</p> <p><b>Level II Students will:</b>  <b>EEL.8.6.</b> Recognize an academic and domain-specific word.  <i>Ex.</i> Use the word calculator or ruler correctly.</p> <p><b>Level I Students will:</b>  <b>EEL.8.6.</b> Respond to an academic or domain-specific word.  <i>Ex.</i> Use switches or symbols to respond to words from science (e.g., plant, animal).  <i>Ex.</i> After the teacher uses objects to teach new vocabulary to the class, respond to objects from science or social studies when asked.</p>
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# 2014 WYOMING ENGLISH LANGUAGE ARTS EXTENDED STANDARDS AND ACHIEVEMENT DESCRIPTORS FOR GRADES 9-12

2012 WyCPS ELA Standards	2014 Wyoming Content Extended Standards <small>EE = Essential Element</small>	Instructional Achievement Level Descriptors
<b>Reading (Literature)</b>		
<b>Key Ideas and Details.</b>		
<p><b>RL.9-12.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>EERL.9-12.1.</b> Cite details from text to support the answers to literal or inferential questions.</p>	<p><b>Level IV Students will:</b>  <b>EERL.9-12.1.</b> Cite details from text to support the answers to literal or inferential questions.  <i>Ex.</i> Highlight the text to mark what it says explicitly in one color and use a second color to highlight the text that supports an inference drawn from the text.</p> <p><b>Level III Students will:</b>  <b>EERL.9-12.1.</b> Cite details from text to support the answers to literal questions.  <i>Ex.</i> After a discussion of the text, determine which of several pieces of evidence selected by the teacher best support what the text says explicitly.</p> <p><b>Level II Students will:</b>  <b>EERL.9-12.1.</b> Identify details that are stated in a text.  <i>Ex.</i> After the teacher reads two or three pieces of evidence from the text, identify which tells what the main character did to solve his problem.  <i>Ex.</i> Given a statement of what the text says explicitly, find the citation in a teacher-selected portion of the text.</p> <p><b>Level I Students will:</b>  <b>EERL.9-12.1.</b> Select a detail that is stated in the text.  <i>Ex.</i> Given a choice of two pieces of evidence, decide which one comes from the text.  <i>Ex.</i> Use “yes” or “no” to indicate if evidence is from a text or not.</p>
<p><b>RL.9-12.2.</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>EERL.9-12.2.</b> Summarize text including a description of the central idea(s), and support with details.</p>	<p><b>Level IV Students will:</b>  <b>EERL.9-12.2.</b> Summarize text including a description of the central idea(s), and support with details.</p> <p><b>Level III Students will:</b>  <b>EERL.9-12.2.</b> Identify the central idea of a text and support it with main events or details; recount the text.  <i>Ex.</i> Identify the main idea of the story and identify two details related to the main idea, then recount the text.  <i>Ex.</i> Given a text projected on the interactive whiteboard, the student will identify the best central idea statement and then highlight details that relate to it. The student will use the result to support a recounting of the projected text.  <i>Ex.</i> Sort a list of story-related details and central idea statements into the appropriate groups.</p> <p><b>Level II Students will:</b>  <b>EERL.9-12.2.</b> Sequence main events in relation to a stated theme.  <i>Ex.</i> Given a stated theme and three story details, place in order of occurrence in the text.</p> <p><b>Level I Students will:</b>  <b>EERL.9-12.2.</b> Identify details from a text.  <i>Ex.</i> Highlight details in a story projected on an interactive whiteboard.  <i>Ex.</i> Select details that relate to a text, given a list of details.</p>

<p><b>RL.9-12.3.</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p><b>EERL.9-12.3.</b> Describe how characters develop and interact with other characters.</p>	<p><b>Level IV Students will:</b>  <b>EERL.9-12.3.</b> Describe how characters develop and interact with other characters.  <i>Ex.</i> Chart interactions between characters that lead to changes in a character’s behavior.  <i>Ex.</i> Describe how the main character (e.g., Juliet in <i>Romeo and Juliet</i>) develops throughout the story (e.g., she wants freedom, independence, accepts death) and how interactions with other characters (e.g., the Montagues) impact the change.</p> <p><b>Level III Students will:</b>  <b>EERL.9-12.3.</b> Describe interactions between characters.  <i>Ex.</i> Select a word/s to describe how two characters interact (e.g., Tom and Alex support one another).  <i>Ex.</i> Select a word/s to describe what one character did in response to another’s action (e.g., “What did Tom do when Alex ran away?”).</p> <p><b>Level II Students will:</b>  <b>EERL.9-12.3.</b> Identify the things characters do when they interact.  <i>Ex.</i> Given three choices, identify what two characters in a story do when they are together (e.g., Tom and Alex get into trouble together.).</p> <p><b>Level I Students will:</b>  <b>EERL.9-12.3.</b> Identify words that describe characters.  <i>Ex.</i> From a choice of descriptive words, choose one that describes a character (e.g., “Was Tom tall or short?”).</p>
<p><b>Craft and Structure.</b></p> <p><b>RL.9-12.4.</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it set a formal or informal tone).</p>	<p><b>EERL.9-12.4.</b> Determine the meaning of words and phrases as they are used in a text, including both common analogies and figures of speech.</p>	<p><b>Level IV Students will:</b>  <b>EERL.9-12.4.</b> Determine the meaning of words and phrases as they are used in a text, including both common analogies and figures of speech.  <i>EX.</i> Locate two figures of speech in the text and explain.</p> <p><b>Level III Students will:</b>  <b>EERL.9-12.4.</b> Determine the meaning of words or phrases based on how they are used in a text.  <i>Ex.</i> Given a figure of speech used in a story and three choices, determine the correct meaning of the figure of speech as it is used in the text (e.g., “As old as time” is a figure of speech meaning really old.).</p> <p><b>Level II Students will:</b>  <b>EERL.9-12.1.4.</b> Identify the meaning of words used in a text.  <i>Ex.</i> Identify the definition of a word that matches the way it was used in the text (e.g., Select from a short list of synonyms a word that matches the meaning of a word used in the text.).  <i>Ex.</i> Determine which illustration best reflects the meaning of a word as it is used in a text.</p> <p><b>Level I Students will:</b>  <b>EERL.9-12.4.</b> Match pictures to words or phrases based on how they are used in a text  <i>Ex.</i> Point to a picture that depicts the meaning of a word as it was used in a story.</p>
<p><b>RL.9-12.5.</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p><b>EERL.9-12.5.</b> Summarize the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks) and state how this helps create the helps set the tone of the text.</p>	<p><b>Level IV Students will:</b>  <b>EERL.9-12.5.</b> Summarize the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks) and state how this helps create the helps set the tone of the text.  <i>Ex.</i> Given several events in a story, arrange the events in the order they actually happened as opposed to the order they were told by the author and match it to the tone of the text.</p> <p><b>Level III Students will:</b>  <b>EERL.9-12.5.</b> Determine the sequence of four or more events in a story or drama.</p>

		<p>Ex. Given four or more events in a story, arrange the events in the correct order. Ex. Arrange sentence strips to show at least four events in correct sequence from a story.</p> <p><b>Level II Students will:</b> <b>EERL.9-12.5.</b> Identify beginning, middle, and end of a text with a clear sequence. Ex. Given three events from a story, determine which happened in the beginning, middle, and end. Ex. Complete a graphic organizer that shows the events that happened at the beginning, middle, and end of a story.</p> <p><b>Level I Students will:</b> <b>EERL.9-12.5.</b> Identify events from a story. Ex. Given a list of events, identify events that occurred in the story. Ex. Use a switch to confirm whether each event presented was or was not in the story as the teacher reads each event and asks, "Was this in the story?"</p>
<p><b>RL.9-12.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p><b>EERL.9-12.6.</b> Compare and contrast the cultural experiences of characters in a story or drama from outside the United States with personal experience.</p>	<p><b>Level IV Students will:</b> <b>EERL.9-12.6.</b> Compare and contrast the cultural experiences of characters in a story or drama from outside the United States with personal experience. Ex. After reading a story about a boy or girl in another country (e.g., <i>Kite Runner</i>), compare and contrast the life of the character with one's own life.</p> <p><b>Level III Students will:</b> <b>EERL.9-12.6.</b> Connect the cultural experiences of characters in a story or drama from outside the United States with personal experience. Ex. Connect an experience of the character in the story from another culture to an experience of the student (e.g., "Have you ever been to the beach? How was it like what Jesse in the story saw at the beach?"). Ex. Connect an experience of a character to a personal experience of the student.</p> <p><b>Level II Students will:</b> <b>EERL.9-12.6.</b> Identify the cultural experiences of a character in a story or drama from outside the United States. Ex. With the text projected on an interactive whiteboard, highlight all of the sentences that tell about the character's experiences. Ex. Given a list of experiences, identify those that the character in the book experienced.</p> <p><b>Level I Students will:</b> <b>EERL. 9-12.6.</b> Name a specific cultural experience in a story or drama from outside the United States. Ex. Identify a character on a video, in a book, or in a magazine story or drama from outside the U.S. who is doing something familiar.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RL.9-12.7.</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p>	<p><b>EERL.9-12.7.</b> Compare and contrast the representation of a subject or key scene in two different artistic mediums (e.g., play, book, movie adaptation).</p>	<p><b>Level IV Students will:</b> <b>EERL.9-12.7.</b> Compare and contrast the representation of a subject or key scene in two different artistic mediums (e.g., play, book, movie adaptation). Ex. Compare and contrast Scene III in <i>Julius Caesar</i> as represented in the written play vs. a movie adaptation. Ex. Compare and contrast a video cartoon to a comic book containing the same story (e.g., "What is the same?" and "What is different?").</p> <p><b>Level III Students will:</b> <b>EERL.9-12.7.</b> Compare the representation of a subject or key scene in two different artistic mediums (e.g., poetry and illustration). Ex. Compare a video cartoon to a comic book containing the same story (e.g., "What is the same?"). Ex. Compare an illustration with <i>The Road Not Taken</i>.</p>

		<p><b>Level II Students will:</b>  <b>EERL.9-12.7.</b> Match text with illustrations that represent them.  <i>Ex.</i> Given a selection of illustrations from <i>Alice in Wonderland</i>, match them to the text.</p> <p><b>Level I Students will:</b>  <b>EERL.9-12.7.</b> Name a related medium that depicts the topic of a text.  <i>Ex.</i> Given three examples, name the pair that are related.</p>
<b>RL.9-12.8.</b> (Not applicable to literature)	<b>EERL.9-12.8.</b> (Not applicable to literature)	<b>EERL.9-12.8.</b> (Not applicable to literature)
<b>RL.9-12.9.</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme).	<b>EERL.9-12.9.</b> Determine how an author has drawn upon or included references to another text.	<p><b>Level IV Students will:</b>  <b>EERL.9-12.9.</b> Determine how an author has drawn upon or included references to another text.  <i>Ex.</i> Relate information from a previous book in a series to a later book in the same series.  <i>Ex.</i> Relate how information from one author's text is found in another author's text.</p> <p><b>Level III Students will:</b>  <b>EERL.9-12.9.</b> Identify when an author references one text to another text.  <i>Ex.</i> Identify when information from a previous book in a series is referenced in a later book in the same series.  <i>Ex.</i> Relate how information from one author's text is found in another author's text.</p> <p><b>Level II Students will:</b>  <b>EERL.9-12.9.</b> Identify parts of two texts that are similar.  <i>Ex.</i> After reading two stories on similar topics, identify parts of the texts that are the same.  <i>Ex.</i> Given two stories about the same character, identify parts of the texts that are the same.</p> <p><b>Level I Students will:</b>  <b>EERL.9-12.9.</b> Identify two books on the same topic.  <i>Ex.</i> Given three books, two of which are about the same character with the name in the title, select the two that are about the same character.  <i>Ex.</i> Shown three books, two of which are on the same topic (e.g., same words in both titles), select the two that are on the same topic.</p>
<b>Range of Reading and Level of Text Complexity.</b>  <b>RL.9-12.10.</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and	<b>EERL.9-12.10.</b> Read supported grade-level/age- appropriate, adapted literature materials*. *Refer to 2014 Wyoming Content Standards Extensions section entitled, "Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12."	<p><b>Level IV Students will:</b>  <b>EERL.9-12.10.</b> Read grade-level/age-appropriate, adapted literature materials.  <i>Ex.</i> Read grade-level/age appropriate text using guided reading supports.</p> <p><b>Level III Students will:</b>  <b>EERL.9-12.10.</b> Read supported grade-level/age- appropriate, adapted literature materials.  <i>Ex.</i> Read grade-level/age-appropriate graphic novels.</p> <p><b>Level II Students will:</b>  <b>EERL.9-12.10.</b> Read or listen to supported grade-level/age- appropriate, adapted literature materials.  <i>Ex.</i> Listen to an adapted version of a grade-level/age-appropriate text.</p> <p><b>Level I Students will:</b>  <b>EERL.9-12.10.</b> Listen to supported grade-level/age- appropriate, adapted literature materials.  <i>Ex.</i> Listen to a picture retelling of a supported grade-level/age-appropriate materials.</p>

comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.		
<b>Reading (Informational Text)</b>		
<b>Key Ideas and Details.</b>		
<p><b>RI.9-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>EERI.9-12.1.</b> Cite textual evidence to draw inferences from the text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.9-12.1.</b> Cite textual evidence to draw inferences from the text.  <i>Ex.</i> Use a graphic organizer such as a two-column chart with the headings, “What I Know” and “Facts”. Fill in the graphic organizer by using examples from text of “Facts” (e.g., “Steps are numbered, if I do #3 before I do #2, I don’t have the pieces I need.”) that support an inference “What I Know” (e.g., need to do steps in order).  <i>Ex.</i> While reading a historical text, infer what will happen next in the text using textual evidence to support the inference (e.g., The soldiers gathered on the battlefield supports an inference that there is going to be a fight.).</p> <p><b>Level III Students will:</b>  <b>EERI.9-12.1.</b> Determine which citations demonstrate what the text says explicitly as well as inferentially.  <i>Ex.</i> Draw an inference about an informational text (e.g., It is important to know the weather to plan activities for the day) and select two facts from a weather report that support the inference (e.g., the weather will be sunny in the morning but it will rain in the afternoon).  <i>Ex.</i> After reading a narrative on a march with Martin Luther King, select an inference from choices (e.g., The marchers did not want anyone to get hurt.) and choose a related fact stated in the text to support the inference (e.g., The people did not bring guns or clubs.).</p> <p><b>Level II Students will:</b>  <b>EERI.9-12.1.</b> Identify details that are stated in a text.  <i>Ex.</i> Underline text that tells how a task should be completed.  <i>Ex.</i> Given a statement of what the text says explicitly, find the citation in a teacher-selected portion of the text.</p> <p><b>Level I Students will:</b>  <b>EERI.9-12.1.</b> Select a detail that is stated in the text.  <i>Ex.</i> After shared reading of a familiar informational text, respond by nodding or using a switch to identify a statement read aloud as from a familiar informational text.</p>
<p><b>RI.9-12.2.</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>EERI.9-12.2.</b> Determine central and key ideas throughout the text and identify details that support them.</p>	<p><b>Level IV Students will:</b>  <b>EERI.9-12.2.</b> Determine central and key ideas throughout the text and identify details that support them.  <i>Ex.</i> After reading an excerpt of Martin Luther King’s <i>I Have a Dream</i>, identify more than one key idea that Martin Luther King dreamt.  <i>Ex.</i> After reviewing a timeline of events that occurred during World War II with the teacher pointing out the key ideas from the timeline, identify more than one key idea about the war.</p> <p><b>Level III Students will:</b>  <b>EERI.9-12.2.</b> Determine the central idea of the text and select details that support it.  <i>Ex.</i> Given an informational pamphlet, tell what it is about based on the title and select at least two details about the topic from the contents of the pamphlet.  <i>Ex.</i> Given an instruction sheet, determine what it is about and select at least two important instructions from the contents.</p> <p><b>Level II Students will:</b>  <b>EERI.9-12.2.</b> Retell details from the text.  <i>Ex.</i> Provide at least two details about the text.</p>

		<p><i>Ex.</i> Recall basic details from directions.</p> <p><b>Level I Students will:</b>  <b>EERI.9-12.2.</b> Recognize a detail from text.  <i>Ex.</i> Highlight a detail from a label – circle or point to the skull and crossbones.  <i>Ex.</i> Given a sign (e.g., safety signs), point to an important detail.</p>
<p><b>RI.9-12.3.</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.</p>	<p><b>EERI.9-12.3.</b> Explain connections among events, ideas, individuals, or steps in historical, scientific, or technical text.</p>	<p><b>Level IV Students will:</b>  <b>EERI.9-12.3.</b> Explain connections among events, ideas, individuals, or steps in historical, scientific, or technical text.  <i>Ex.</i> Determine the connection between an event and the event that directly preceded it (e.g., After studying Martin Luther King Jr., the students recognize that all of the marches that he led were for equal rights.).  <i>Ex.</i> Determine the connection between an idea and what preceded it (e.g., After studying the American Revolution, students recognize that the American colonies wanted freedom from Great Britain and fought the British to get it).</p> <p><b>Level III Students will:</b>  <b>EERI.9-12.3.</b> Determine connections drawn between ideas or events in informational text.  <i>Ex.</i> Use graphic organizers to show relationships in an informational text (e.g., If I run a stop sign, I will get a ticket; If a person has a stomachache, call the doctor.).</p> <p><b>Level II Students will:</b>  <b>EERI.9-12.3.</b> Identify steps, ideas, or events in historical, scientific, or technical text.  <i>Ex.</i> Identify details from informational text to make decisions (e.g., use a weather forecast to decide clothing to wear that day).  <i>Ex.</i> Given choices, recognize the relationship between information and events that follow (e.g., “It was raining and the girl did not have an umbrella, she got wet. What should the girl do so she does not get wet?”).</p> <p><b>Level I Students will:</b>  <b>EERI.9-12.3.</b> Identify information from a text.  <i>Ex.</i> After listening to the teacher read a short informational text (e.g., rules for the swimming pool), use a switch to confirm whether a detail was in a text as the teacher reads and asks, “Did we just read that?”).  <i>Ex.</i> After shared reading and discussion of an informational text, select from choices an illustration from the text (e.g., point to a picture of a bottle with an X across it from rules for the swimming pool).</p>
<p><b>Craft and Structure.</b></p> <p><b>RI.9-12.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p><b>EERI.9-12.4</b> Explain figurative language and technical terms.</p>	<p><b>Level IV Students will:</b>  <b>EERI.9-12.4.</b> Explain figurative language and technical terms.  <i>Ex.</i> Draw and label a picture of the water cycle  <i>Ex.</i> Explain the literal and figurative meaning of “You are what you eat.”</p> <p><b>Level III Students will:</b>  <b>EERI.9-12.4.</b> Determine the meaning of words or phrases based on how they are used in a text.  <i>Ex.</i> Make idiom books and write the real meaning (e.g. “you’re driving me up a wall” meaning “you’re making me crazy”).  <i>Ex.</i> Given more than one meaning of key vocabulary words, select the one that best matches the reading passage.</p> <p><b>Level II Students will:</b>  <b>EERI.9-12.1.4.</b> Identify the meaning of words used in a text  <i>Ex.</i> Identify meaning of key words using context clues.  <i>Ex.</i> Use a dictionary to look up the meaning of key words.</p>

		<p><b>Level I Students will:</b>  <b>EERL.9-12.4.</b> Match pictures to words or phrases based on how they are used in a text.  <i>Ex.</i> Name or point out words and phrases in an article  <i>Ex.</i> Given a key word for an article, point to it in the article.</p>
<p><b>RI.9-12.5.</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p><b>EERI.9-12.5.</b> Determine the author's claims and identify which sentences support his or her claims.</p>	<p><b>Level IV Students will:</b>  <b>EERI.9-12.5.</b> Determine the author's claims and identify which sentences support his or her claims.  <i>Ex.</i> Read or listen to a historical text, state the author's claim and underline the sentences that tell about the author's claim (e.g., After reading and discussing an excerpt of Franklin Roosevelt's State of the Union address, students identify a claim Roosevelt makes and a sentence that supports the President's claim.).  <i>Ex.</i> Read or listen to a science text, select from choices what the author's claim is and tell which sentences show this is what he or she thinks (e.g., sentences that tell about the author's claim that we need better recycling programs).</p> <p><b>Level III Students will:</b>  <b>EERI.9-12.5.</b> Determine which sentences in a text support the claims of the author.  <i>Ex.</i> Using a passage projected on an interactive whiteboard, read or listen to and discuss with the teacher the claim made in the text; then highlight which sentences tell about the author's claim.  <i>Ex.</i> Read or listen to the text and tell which sentences tell about the author's claim (e.g., that we need better recycling programs).</p> <p><b>Level II Students will:</b>  <b>EERI.9-12.5.</b> Identify one detail from a text.  <i>Ex.</i> After reading or listening to an article on a current event, point to a picture from an article that depicts a detail from the article and repeats the detail they heard or read.  <i>Ex.</i> Read or listen to the text and tell which sentences tell a detail.</p> <p><b>Level I Students will:</b>  <b>EERI.9-12.5.</b> Select a detail from the text.  <i>Ex.</i> Given choices, identify a detail in response to "who" questions.</p>
<p><b>RI.9-12.6.</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p><b>EERI.9-12.6.</b> Determine an author's purpose and point of view and identify an opposing point of view.</p>	<p><b>Level IV Students will:</b>  <b>EERI.9-12.6.</b> Determine an author's purpose and point of view and identify an opposing point of view.  <i>Ex.</i> When presented with two texts on the same topic but different viewpoints, identify the author's different perspectives.  <i>Ex.</i> Given new sentences, determine if the sentences support the author's purpose or are opposite.</p> <p><b>Level III Students will:</b>  <b>EERI.9-12.6.</b> Determine an author's purpose or point of view.  <i>Ex.</i> After reading an informational text, state the author's purpose (e.g., After reading about a U.S. President, answer the question, "What is the author trying to tell you?").  <i>Ex.</i> After reading and discussing a science text, select from related and unrelated choices the purpose of the text (e.g., "germs make you sick").</p> <p><b>Level II Students will:</b>  <b>EERI.9-12.6.</b> Describe the point of view or purpose of a text.  <i>Ex.</i> Refer to the manual for how to install a car stereo and determine if the purpose is to inform, persuade, or entertain.</p> <p><b>Level I Students will:</b>  <b>EERI.9-12.6.</b> State the author's point of view.  <i>Ex.</i> Read an article about gun laws and state if the author is for or against gun ownership.</p>

<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>RI.9-12.7.</b> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p><b>EERI.9-12.7.</b> Explain the effect of the similarities and differences between print and multimedia presentations of a topic or idea.</p>	<p><b>Level IV Students will:</b>  <b>EERI.9-12.7.</b> Explain the effect of the similarities and differences between print and multimedia presentations of a topic or idea.  <i>Ex.</i> Compare a letter written by a subject to a section in a biography or news report telling about the same event (e.g., Martin Luther King’s Letter from a Birmingham Jail).  <i>Ex.</i> Describe similarities or differences between an informational text about a person and a painting, photograph, or film clip about them.</p> <p><b>Level III Students will:</b>  <b>EERI.9-12.7.</b> Describe the key similarities between print and multimedia presentations of the same topic or idea.  <i>Ex.</i> Tell what is the same in a biographical video about a person to a text or passage about the same person (e.g., “He was/is president.”).</p> <p><b>Level II Students will:</b>  <b>EERI.9-12.7.</b> Recognize key similarities and differences between print and multimedia presentations of the same topic or idea.  <i>Ex.</i> Identify who two sources are about in a television commercial or brief video (YouTube) and a newspaper article about the same person.  <i>Ex.</i> Given a newspaper article and shown two news reports, match the newspaper article to the same person that is presented in a news report.</p> <p><b>Level I Students will:</b>  <b>EERI.9-12.7.</b> Name a key similarity between print and multimedia presentations of the same topic or idea.  <i>Ex.</i> Recognize the topic of an electronic article when read aloud (e.g., about the president).  <i>Ex.</i> Given an informational message, respond to the message (e.g., recognize a fire alarm’s connection to a fire drill).</p>
<p><b>RI.9-12.8.</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><b>EERI.9-12.8.</b> Use evidence and statements to support an argument.</p>	<p><b>Level IV Students will:</b>  <b>EERI.9-12.8.</b> Use evidence and statements to support an argument.  <i>Ex.</i> Ask and answer questions about whether key details support the central idea or claim of an author in the text.</p> <p><b>Level III Students will:</b>  <b>EERI.9-12.8.</b> Identify a statement that supports an argument.  <i>Ex.</i> Given two statements related to an argument, select the one that supports the argument (e.g., select from “there is no red and green light” and “the street sign is a rectangle” to support “crossing the street in the middle of the block is dangerous”).  <i>Ex.</i> After reading text about the president in which all of the statements are about the president except for one statement, identify the statement that is not about the president.</p> <p><b>Level II Students will:</b>  <b>EERI.9-12.8.</b> Identify a fact from a text.  <i>Ex.</i> After two statements are read by the student or teacher, identify which is a fact versus which is an opinion using key words such as “I think,” “I believe,” or “I feel.” (e.g., “The body needs food to live.” versus “Some people think sugar is bad for you.”).  <i>Ex.</i> As statements are read by the teacher from a historical passage, identify which is a fact versus opinion using key words such as “I think,” “I believe,” or “I feel.” (e.g., “Lincoln was president of the United States.” versus “Many believe he was a great man.”).</p> <p><b>Level I Students will:</b>  <b>EERI.9-12.8.</b> Recognize that an event occurred.  <i>Ex.</i> After the teacher reads a brief account of something that happened and discusses it, use a switch to indicate whether an event occurred in the passage (e.g., “Did this happen?”).</p>
<p><b>RI.9-12.9.</b> Analyze seminal U.S. documents of historical and literary significance (e.g.,</p>	<p><b>EERI.9-12.9.</b> Compare and contrast themes and purposes from U.S.</p>	<p><b>Level IV Students will:</b>  <b>EERI.9-12.9.</b> Compare and contrast themes and purposes from U.S. documents of historical and literary significance.</p>

<p>Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>documents of historical and literary significance.</p>	<p><i>Ex.</i> After reading or listening to <i>The Articles of Confederation</i> and <i>The Bill of Rights</i> create a Venn diagram to determine the similarities and differences between the two documents.</p> <p><b>Level III Students will:</b>  <b>EERI.9-12.9.</b> Describe similar themes or purposes from U.S. documents of historical and literary significance.  <i>Ex.</i> After reading or listening to speeches by two famous people and discussing with the teacher what is the same about them, select from choices a concept that connects the two (e.g., two leaders making speeches on freedom).  <i>Ex.</i> After reading and discussing with the teacher two historical speeches (e.g., Roosevelt’s Four Freedoms speech, King’s Letters from Birmingham Jail) and discussing key ideas from each and how they are related, tell how the two speeches are related (e.g., about being free).</p> <p><b>Level II Students will:</b>  <b>EERI.9-12.9.</b> Identify similar purposes from U.S. documents of historical and literary significance.  <i>Ex.</i> Identify similarities of purpose in two separate State of the Union addresses.</p> <p><b>Level I Students will:</b>  <b>EERI.9-12.9.</b> Recognize an historical fact.  <i>Ex.</i> Given historical non-fiction on presidents and asked, “Is this a fact? The president lives in the White House,” answers, “yes.”</p>
<p><b>Range of Reading and Level of Text Complexity.</b></p> <p><b>RI.9-12.10.</b></p>	<p><b>EERI.9-12.10.</b> Read supported grade-level/age- appropriate, adapted literature materials.*</p> <p>*Refer to 2014 Wyoming Content Standards Extensions section entitled, “Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12.”</p>	<p><b>Level IV Students will:</b>  <b>EERL.9-12.10.</b> Read grade-level/age-appropriate, adapted literature materials.  <i>EX:</i> Read or listen to a grade-level/age-appropriate, adapted literature materials using guided reading techniques.</p> <p><b>Level III Students will:</b>  <b>EERL.9-12.10.</b> Read grade-level/age-appropriate, adapted literature materials.  <i>EX:</i> Read or listen to a grade-level/age-appropriate, adapted literature materials using graphic novels.</p> <p><b>Level II Students will:</b>  <b>EERL.9-12.10.</b> Read grade-level/age-appropriate, adapted literature materials.  <i>EX:</i> listen to a grade-level/age-appropriate, retelling of adapted literature materials using guided reading techniques.</p> <p><b>Level I Students will:</b>  <b>EERL.9-12.10.</b> Read grade-level/age-appropriate, adapted literature materials.  <i>EX:</i> Read or listen to a picture retelling of grade-level/age-appropriate adapted literature materials using guided reading techniques.</p>
<p><b>Writing</b></p>		
<p><b>Text Types and Purposes.</b></p> <p><b>W.9-12.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.9-12.1.a.</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization</p>	<p><b>EEW.9-12.1.</b> Write an argument to support a claim that results from studying a topic or reading a text.</p>	<p><b>Level IV Students will:</b>  <b>EEW.9-12.1.</b> Write an argument to support a claim that results from studying a topic or reading a text which:</p> <ul style="list-style-type: none"> <li>o States claim clearly.</li> <li>o States one opposing or counterclaim.</li> <li>o Support claim with two reasons or other relevant evidence drawn from the text when appropriate.</li> <li>o Uses complete, simple sentences, as well as simple compound sentences when appropriate.</li> <li>o Provides a closing or concluding statement.</li> </ul> <p><i>Ex.</i> Write an argument to support claims with clear reasons or evidence and introduce alternate or opposing claims.</p>

<p>that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>W.9-12.1.b.</b> Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p><b>W.9-12.1.c.</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>W.9-12.1.d.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>W.9-12.1.e.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>		<p><i>Ex.</i> Write a claim about the class election (e.g., “Joe is the best”), an argument to support the claim (e.g., “he is a friend”), a reason (e.g., “he is good”), and introduce a counterclaim (e.g., “Jen is good, too”).</p> <p><i>Ex.</i> Write a claim (e.g., “School uniforms are bad.”), an argument to support it (e.g., “too hard”) with a reason (e.g., “lots of buttons”), and introduce a counterclaim (e.g., “uniforms easy to decide”).</p> <p><i>Ex.</i> Write a claim (e.g., “No fighting at school.”), an argument to support it (e.g., “It is the rule.”), and a reason (e.g., “someone hurt”).</p> <p><b>Level III Students will:</b>  <b>EEW.9-12.1.</b> Write an argument to support a claim that results from studying a topic or reading a text which:</p> <ul style="list-style-type: none"> <li>o States claim clearly.</li> <li>o Support claim with two reasons or other relevant evidence drawn from the text when appropriate.</li> <li>o Uses complete, simple sentences.</li> <li>o Provides a closing or concluding statement.</li> </ul> <p><i>Ex.</i> Given a statement (e.g., “Students should have more freedom.”), initially express agreement (e.g., “We are in 8th grade. We can make good choices.”), then disagreement (e.g., “Sometimes we make mistakes. Sometimes we don’t think ahead.”), give more than one reason why, and then draw a conclusion (e.g., “Parents and teachers can help with freedom.”).</p> <p><b>Level II Students will:</b>  <b>EEW.9-12.1.</b> Write an argument to support a claim that results from studying a topic or reading a text which:</p> <ul style="list-style-type: none"> <li>o States claim clearly.</li> <li>o Supports claim with two reasons</li> <li>o Uses complete, simple sentences.</li> </ul> <p><i>Ex.</i> Writes a claim about the class election (e.g., “Joe is the best”) with a peer, brainstorm arguments and reasons with the peer, write an argument to support the claim (e.g., “he is a friend”), and a reason (e.g., “he is good”).</p> <p><i>Ex.</i> Write a claim (e.g., “School uniforms are bad.”) and, after teacher-led discussion, adds an argument to support it (e.g., “too hard”) with a reason (e.g., “lots of buttons”).</p> <p><i>Ex.</i> Write a claim (e.g., “No fighting at school.”), an argument to support it (e.g., “It is the rule.”), and, after getting feedback on the draft from the teacher, adds a reason (e.g., “someone hurt”).</p> <p><b>Level I Students will:</b>  <b>EEW.9-12.1.</b> Match a claim and a reason.</p> <p><i>Ex.</i> Use a ready-made set-up in multimedia software to choose words to write a claim.</p> <p><i>Ex.</i> After a peer writes, state agreement or disagreement (e.g., A peer writes, “uniforms are bad,” indicate “Yes” when asked, “Do you agree? Are uniforms bad?”). Then, using assistive technology, type letters or words providing a reason.</p> <p><i>Ex.</i> Choose a claim from two options (e.g., school uniforms are bad or school uniforms are good) alternating turns with the teacher, use assistive technology to type letters and words (e.g., “nice”) as the teacher models during her turn, short simple reasons (e.g., “Students look nice. Students look the same.”)</p>
<p><b>W.9-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.9-12.2. a.</b> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g.,</p>	<p><b>EEW.9-12.2.</b> Write informative or explanatory texts that convey ideas, concepts and information.</p>	<p><b>Level IV Students will:</b>  <b>EEW.9-12.2.</b> Write informative or explanatory texts that convey ideas, concepts and information which:</p> <ul style="list-style-type: none"> <li>o Identifies a topic.</li> <li>o Uses graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.</li> <li>o Develops the topic with three or more facts or relevant details</li> <li>o Uses domain specific vocabulary.</li> <li>o Provides a closing or concluding statement.</li> </ul> <p><i>Ex.</i> Write about a hobby stating what the hobby is and write a paragraph with reasons (e.g., “I like cooking. I like make gril ches [grilled cheese], mac n chees [macaroni and cheese]. I like melt cheese [melted cheese]. I like make [making] hot fuj sunda [fudge sundaes] with ice cream sprinkles [cream sprinkles]. Ice cream [cream] is cold and sweet [sweet].”).</p>

<p>headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>W.9-12.2. b.</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>W.9-12.2. c.</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>W.9-12.2. d.</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>W.9-12.2.e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>W.9-12.2.f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>		<p><b>Level III Students will:</b>  <b>EEW.9-12.2.</b> Write informative or explanatory texts that convey ideas, concepts and information which:</p> <ul style="list-style-type: none"> <li>o Identifies a topic.</li> <li>o Uses graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.</li> <li>o Develops the topic with two or more facts or relevant details</li> <li>o Uses domain specific vocabulary.</li> <li>o Provides a closing or concluding statement.</li> </ul> <p><i>Ex.</i> Write to give directions to a place in the school including a step-by-step organization with illustrations as needed to support understanding.  <i>Ex.</i> Write to describe a school assembly first describing what the topic was (e.g., DARE), who was involved (all the kids), then the activity (listen to polis [police]) and details (No beer. No drugs.).</p> <p><b>Level II Students will:</b>  <b>EEW.9-12.2.</b> Write informative or explanatory texts that convey ideas, concepts and information which:</p> <ul style="list-style-type: none"> <li>o Identifies a topic.</li> <li>o Uses graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.</li> <li>o Supports topic with relevant details.</li> <li>o Uses domain specific vocabulary.</li> </ul> <p><i>Ex.</i> Write to give directions to a place in the school including most of the steps with illustrations as needed to support understanding.  <i>Ex.</i> Write to describe a school assembly about DARE saying who was involved (all the kids) and what happened (listen to polis [police]).</p> <p><b>Level I Students will:</b>  <b>EEW.9-12.2.</b> Write informative or explanatory texts that convey ideas, concepts and information which:</p> <ul style="list-style-type: none"> <li>o States a topic.</li> <li>o Uses graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.</li> <li>o Supports topic with one relevant detail.</li> <li>o Uses domain specific vocabulary.</li> </ul> <p><i>Ex.</i> Work with a teacher using two-switch step scanning to scan through the letters of the alphabet directing the teacher to “go to the next one,” and “write that one down,” in order to select letters to use in writing about school.  <i>Ex.</i> Using word prediction software and with a teacher’s support and guidance, write about a favorite activity in class (like going to a movie).</p>
<p><b>W.9-12.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W.9-12.3.a.</b> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p><b>W.9-12.3.b.</b> Use narrative techniques, such as dialogue, pacing, description, reflection,</p>	<p><b>EEW.9-12.3.</b> Write narratives about personal or imagined experiences or events.</p>	<p><b>Level IV Students will:</b>  <b>EEW.9-12.3.</b> Write narratives about personal or imagined experiences or events which:</p> <ul style="list-style-type: none"> <li>o Introduces the narrative by stating the problem, situation or event; introduce a narrator or characters.</li> <li>o Includes multiple events in a logical sequence using transition words to signal event order.</li> <li>o Uses dialogue as appropriate.</li> <li>o Uses descriptive language</li> <li>o Uses complete, simple sentences, as well as simple compound sentences when appropriate.</li> <li>o Provides a closing.</li> </ul> <p><i>Ex.</i> Write a story about a vacation including the people who went (e.g., “Mom and Dad and me went to the montuns [mountains]”) and several events (e.g., “We see deer. We ride up. We ride down.”).  <i>Ex.</i> Write about an activity that happened after school including the names of the students involved and multiple events in sequence.  <i>Ex.</i> After reading and discussing a non-fiction text, write a summary about an event (e.g., mountains), the situation (erosion), the actors (wind and water), the actions (wind blows, water runs, mountains change).</p> <p><b>Level III Students will:</b></p>

<p>and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><b>W.9-12.3.c.</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p><b>W.9-12.3.d.</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>W.9-12.3.e.</b> Provide a conclusion that follows from and reflects on what experienced, observed, or resolved over the course of the narrative.</p>		<p><b>EEW.9-12.3.</b> Write narratives about personal or imagined experiences or events which:</p> <ul style="list-style-type: none"> <li>o Introduces the narrative by stating the problem, situation or event; introduce a narrator or characters.</li> <li>o Includes two or more events in a logical sequence using transition words to signal event order.</li> <li>o Uses descriptive language</li> <li>o Uses complete, simple sentences.</li> <li>o Provides a closing.</li> </ul> <p><i>Ex.</i> Write a story about a vacation (e.g., “We went to the mountains”) and several events (e.g., “We see deer. We ride up. We ride down.”).</p> <p><i>Ex.</i> Write about an event that happened after school including multiple events (e.g., “I go to practice. Sing and dance.”).</p> <p><i>Ex.</i> After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes into a summary about an event (e.g., mountains), the situation (erosion), the actors (wind and water), and the actions (wind blows, water runs, mountains change).</p> <p><b>Level II Students will:</b></p> <p><b>EEW.9-12.3.</b> Write narratives about personal or imagined experiences or events which:</p> <ul style="list-style-type: none"> <li>o Introduces the narrative by stating the problem, situation or event; introduce a narrator or characters.</li> <li>o Has a beginning, middle and end.</li> <li>o Uses descriptive language and/or graphics.</li> <li>o Uses complete, simple sentences.</li> </ul> <p><i>Ex.</i> Write about vacation writing, “We go to the mountains.”</p> <p><i>Ex.</i> Write about an event that happened after school.</p> <p><i>Ex.</i> After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., “This text is about _____. The wind and water _____ and _____.”).</p> <p><b>Level I Students will:</b></p> <p><b>EEW.9-12.3.</b> Write narratives about personal or imagined experiences or events which:</p> <ul style="list-style-type: none"> <li>o Introduces an event and character</li> <li>o Has a beginning, middle and end.</li> <li>o Uses graphics to provide description</li> </ul> <p><i>Ex.</i> Use word prediction software and teacher support and guidance (e.g., The teacher asks, “Where did you go? What did you see? Hear? Do?”) to write about going to the mountains, selecting pictures of the people who went (mom, dad, me), and the events (deer, chair lift, eat, TV).</p> <p><i>Ex.</i> Use words or symbols provided by the teacher to write about daily events.</p> <p><i>Ex.</i> After seeing a photo from a field trip, use a multi-message device to communicate about the experience (Go farm. Happy.), which the teacher will write below the photo and read aloud as the student observes.</p>
<p><b>Production and Distribution of Writing.</b></p> <p><b>W.9-12.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>EEW.9-12.4.</b> Produce a multi paragraph writing that addresses a particular task, purpose, or audience.</p>	<p><b>Level IV Students will:</b></p> <p><b>EEW.9-12.4.</b> Produce a multi-paragraph writing that addresses a particular task, purpose, or audience.</p> <p><i>Ex.</i> Generate a multi-paragraph writing following the conventions of a persuasive, informative, or narrative task.</p> <p><i>Ex.</i> Write multi-step directions for a task.</p> <p><b>Level III Students will:</b></p> <p><b>EEW.9-12.4.</b> Produce a two paragraph writing that addresses a particular task, purpose, or audience.</p> <p><i>Ex.</i> Generate two paragraphs following the conventions of a persuasive, informative, or narrative task.</p> <p><i>Ex.</i> Create a story menu for <i>Romeo and Juliet</i>.</p> <p><b>Level II Students will:</b></p>

		<p><b>EEW.9-12.1.4.</b> Produce a paragraph that addresses a particular task, purpose, or audience.  <i>Ex.</i> Generate a paragraph following the conventions of a persuasive, informative, or narrative task.  <i>Ex.</i> Make a list of items needed for a trip to Jackson.</p> <p><b>Level I Students will:</b>  <b>EEW.9-12.4.</b> Produce a sentence that addresses a particular task, purpose, or audience.  <i>Ex.</i> Select and develop a topic for persuasive, informative, and/or narrative tasks.</p>
<p><b>W.9-12.5.</b> Develop and strengthen writing as needed by planning, revising, editing, prewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>EEW.9-12.5.</b> Follow the writing process to plan, pre-write, write, and edit a writing (e.g. essay, PowerPoint, brochure, list, narrative, etc.).</p>	<p><b>Level IV Students will:</b>  <b>EEW.9-12.5.</b> Plan, pre-write, write, edit, and revise writing with a focus on the purpose of the document.  <i>Ex.</i> Given a topic and a sample brainstorming bubble, generate ideas and write them down, then reread what is written and add one more detail. Complete writing process to publication.  <i>Ex.</i> Develop outline before beginning the writing process (topic, three details, conclusion) and use it to write, seek peer feedback, and then add to the outline based on feedback provided. Complete writing process to publication.</p> <p><b>Level III Students will:</b>  <b>EEW.9-12.5.</b> Plan, pre-write, write, and edit a writing using a prepared framework.  <i>Ex.</i> Given a topic and a sample brainstorming bubble, generate ideas and write them down, then reread what is written and add one more detail.  <i>Ex.</i> Using a question framework (e.g., 5 W's and an H) in graphic organizer software, take turns entering information into the organizer, seek another peer partner group's feedback, and then add to the outline.  <i>Ex.</i> After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.</p> <p><b>Level II Students will:</b>  <b>EEW.9-12.1.5.</b> Add details to strengthen a writing.  <i>Ex.</i> After sharing writing with peers, work with peers to brainstorm ideas to add. Peers write all of the ideas in a list and give it to the student to use in revising and adding more information to improve the overall quality of the writing.  <i>Ex.</i> Work with peers to plan a written report of their research project.  <i>Ex.</i> Each takes turns reading what they have to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it.</p> <p><b>Level I Students will:</b>  <b>EEW.9-12.5.</b> Select details to strengthen a writing.  <i>Ex.</i> When asked by an adult or peer to add more, select additional letters or words to add to the overall message.  <i>Ex.</i> With teacher guidance and support and using word prediction software (e.g., The teacher asks, "What sound do you hear at the beginning of cat?") and a talking word processor (e.g., The teacher says, "It said car. I thought you were trying to write cat. What can we change to make it say cat?"), label familiar pictures from a favorite text.</p>
<p><b>W.9-12.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p><b>EEW.9-12.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products including at least two new arguments or information.</p>	<p><b>Level IV Students will:</b>  <b>EEW.9-12.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including at least two new arguments or pieces of information.  <i>Ex.</i> Use technology to update, edit, and revise a piece of own writing.  <i>Ex.</i> Use a talking word processor to listen to first draft and decide what information to add, spell check and grammar check to edit, and then export digital draft to class wiki.  <i>Ex.</i> Having published a draft in a digital writing environment (e.g., website, wiki, blog), review comments of classmates about the draft, download it to a talking word processor with word prediction software, revise it based on the feedback, and upload back to the digital writing environment.</p>

		<p><b>Level III Students will:</b>  <b>EEW.9-12.6.</b> Use technology, including the Internet, to produce, publish and update individual or shared writing products adding at least one new argument or piece of information.  <i>Ex.</i> Use technology to add a sentence in an electronic shared writing product.  <i>Ex.</i> Add words to sentences in an electronic shared writing product.  <i>Ex.</i> Use online communication software to text message with an e-buddy in another classroom or school.  <i>Ex.</i> Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.  <i>Ex.</i> Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with a keyboard, and share what was learned with classmates.  <i>Ex.</i> Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.</p> <p><b>Level II Students will:</b>  <b>EEW.9-12.1.6.</b> Use technology, including the Internet, to produce and publish individual and shared writing products.  <i>Ex.</i> After reviewing and discussing a shared writing product, add words to sentences in the electronic shared writing product.  <i>Ex.</i> Having sent an e-mail to an adult, read their response seeking additional information or clarification, and write a new e-mail to address the request.  <i>Ex.</i> Use a keyboard programmed with the day's activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook.</p> <p><b>Level I Students will:</b>  <b>EEW.9-12.6.</b> Use technology to produce and share writing.  <i>Ex.</i> Use a keyboard to type letters and words interactively with a peer or an adult who types simple, conventionally spelled messages.  <i>Ex.</i> Use a keyboard programmed for only alphabet letters and a spacebar, word prediction software, and a talking word processor with a peer model to take turns typing text messages to one another.</p>
<p><b>Research to Build and Present Knowledge.</b></p> <p><b>W.9-12.7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>EEW.9-12.7.</b> Research and collect information from three sources to answer a question or solve a problem.</p>	<p><b>Level IV Students will:</b>  <b>EEW.9-12.7.</b> Research and collect information from at least three sources to answer a question or solve a problem.  <i>Ex.</i> Interact with a variety of websites using a screen reader to access the information in order to answer a question posed by the teacher and generate two questions of his or her own.  <i>Ex.</i> Complete the K and W column of a KWL chart on a particular informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column as they do so.</p> <p><b>Level III Students will:</b>  <b>EEW.9-12.7.</b> Research and collect information from two sources to answer a question or solve a problem.  <i>Ex.</i> Interact with two websites using a screen reader to access the information in order to answer a question posed by the teacher and to generate two questions.  <i>Ex.</i> Complete the K and W column of a KWL chart on a particular informational topic, and then visit two websites to answer questions they posed in the W column and take notes in the L column as they do so.</p> <p><b>Level II Students will:</b>  <b>EEW.9-12.7.</b> Select a source to answer a question or solve a problem.  <i>Ex.</i> Given a question and text posted on an interactive whiteboard, research to find the answer to a question after a peer reads the question aloud and discusses it with the student before reading the text aloud to find the answer.</p>

		<p><i>Ex.</i> Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., “Where is most of the water on earth?” “Water in ocean.”).</p> <p><b>Level I Students will:</b>  <b>EEW.9-12.7.</b> Answer questions based on a text or other sources of information.  <i>Ex.</i> With guidance and support, answer a yes or no question about an experience described in a text they have authored using word prediction software with a topic-specific dictionary.  <i>Ex.</i> With guidance and support, answer multiple-choice questions about information provided in a text that they have co-authored with a peer about a favorite school activity.  <i>Ex.</i> Use word prediction software to answer questions about an illustration from a favorite text inserted in a digital document, and, if spelling is unclear, answer Yes/No questions about their answer.</p>
<p><b>Integration of Knowledge and Ideas.</b></p> <p><b>W.9-12.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><b>EEW.9-12.8.</b> Generate writing about a specific topic to summarize relevant information gathered from at least three print or digital sources and supply appropriate citations.</p>	<p><b>Level IV Students will:</b>  <b>EEW.9-12.8.</b> Generate writing about a specific topic to summarize relevant information gathered from at least three print or digital sources and supply appropriate citations.  <i>Ex.</i> Given a topic, a collection of bookmarked websites, and a set of guiding questions, select information about the topic and use the information to answer questions using direct quotes from the websites.  <i>Ex.</i> Given a problem and bookmarked websites, use at least two sources to show a solution to the problem.</p> <p><b>Level III Students will:</b>  <b>EEW.9-12.8.</b> Generate writing about a specific topic to summarize relevant information gathered from two print or digital sources and supply appropriate citations.  <i>Ex.</i> Given a topic, a collection of bookmarked websites, and a set of guiding questions, use a screen reader to read the sites and select information about the topic from two sources. Then, use the information to answer questions.</p> <p><b>Level II Students will:</b>  <b>EEW.9-12.8.</b> Generate two sentences about a specific topic based on information from two provided print or digital sources and supply appropriate citations.  <i>Ex.</i> Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site and copy/paste information to answer the questions.  <i>Ex.</i> Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site, listen and read the information with a screen reader, and use word prediction software with a talking word processor to write their answers.</p> <p><b>Level I Students will:</b>  <b>EEW.9-12.8.</b> Generate words about a specific topic based on information from one provided print or digital source.  <i>Ex.</i> Given a guiding question, use a single message voice output communication device to say, “That’s it” when the teacher reads something from a teacher-selected text that answers the question.  <i>Ex.</i> With teacher guidance and support as needed with any of the steps: given a topic, a single bookmarked website, a what or where question, use a screen reader to listen to and read the information at the site, and use word prediction software with a talking word processor and a keyboard presenting only alphabet letters, spacebar, and a period, write an answer.</p>
<p><b>W.9-12.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>EEW.9-12.9.</b> Gather information on a specific topic and use the information to support reflection or research.</p>	<p><b>Level IV Students will:</b>  <b>EEW.9-12.9.</b> Gather information on a specific topic and use the information to support reflection or research.  <i>Ex.</i> After reading to determine how an author has related information from a previous book in a series to a later book in the same series, write about it.  <i>Ex.</i> After reading to determine how information from one author’s text is found in another author’s text, write about it.</p>

<p><b>W.9-12.9.a.</b> Apply grades 9–12 reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p><b>W.9-12.9.b.</b> Apply grades 9–12 reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p><b>EEW.9-12.9.a.</b> Apply grades 9-12 Extended Reading Standards to literature (e.g., Write to recount the story.)</p> <p><b>EEW.9-12.9.b.</b> Apply grades 9-12 Extended Reading Standards to literary non-fiction (e.g., Write to describe information provided in the book that was not in the video.).</p>	<p>Ex. Write answers to questions about whether key details support the central idea or claim of an author in the text.</p> <p><b>Level III Students will:</b>  <b>EEW.9-12.9.</b> Gather information on a specific topic from (adapted) grade-level/age-appropriate literary or informational materials.  Ex. After reading to identify when an author has drawn upon another text, write about the text that was drawn upon.  Ex. After reading two stories on similar topics, write the parts of the texts that are the same.  Ex. Read a text to determine which claims are fact and then make a list of those facts.  Ex. Read a book to determine the author’s point of view and then write selected phrases from the text that support it.  Ex. Complete the L column of a KWL chart, answering questions they posed with text evidence, noting the page where answers were found.</p> <p><b>Level II Students will:</b>  <b>EEW.9-12.9.</b> Select information on a specific topic from (adapted) grade-level/age-appropriate literary or informational materials.  Ex. After reading two stories on similar topics, using teacher guidance and support as needed, select the parts of the texts that are the same  Ex. Given two stories about the same character (e.g., two cultural representations of the <i>Midsummer Night’s Dream</i> story), select what is the same about the character in both stories using teacher guidance and support as needed, word prediction software, and a talking word processor.  Ex. Read a text with the teacher and a small group to determine which claims are fact and then work with the group to write a list of those facts.  Ex. After reading a book with an adult to determine the author’s point of view, discuss the point of view and write about the facts from the conversation while the teacher helps the student recall the facts.</p> <p><b>Level I Students will:</b>  <b>EEW.9-12.9.</b> Match information on a specific topic to appropriate literary or informational materials.  Ex. After reading two very basic texts on similar topics, 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.  Ex. After listening to an e-buddy read aloud a simple text over Internet videoconferencing, exchange e-mails in which the e-buddy includes references or quotes in each message, and the student identifies it with teacher guidance and support. Using word prediction software and a talking word processor, student types a message indicating the text line and page of the reference or quote and comment about it.  Ex. Use voice output communication devices to interact with peers during collaborative writing projects, asking them to read aloud and point to text as they do so, indicating “yes” or “no” to keep the information in the text. For “no” responses, peers will defend evidence with text references or eliminate as directed.  Ex. Use a pre-programmed keyboard to contribute to a small group writing project.</p>
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**Speaking and Listening**

<p><b>Comprehension and Collaboration.</b></p>		
<p><b>SL.9-12.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL.9-12.1.a.</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other</p>	<p><b>EESL.9-12.1.</b> Participate in discussions about grade-level/age-appropriate topics and text with diverse partners.  Share personal ideas on a topic.  Pose and respond to specific questions to participate in a discussion.</p>	<p><b>Level IV Students will:</b>  <b>EESL.9-12.1.</b> Initiate and participate in discussions about grade-level/age-appropriate topics and text with diverse partners.  Ex. Form and express an opinion on a topic.  Ex. Respond thoughtfully to others’ comments.  Ex. Participate in the setting of goals, establishing roles and clarifying conclusions.</p> <p><b>Level III Students will:</b>  <b>EESL.9-12.1.</b> Participate in discussions about grade-level/age-appropriate topics and text.  Ex. Share personal ideas on a topic.  Ex. Pose and respond to specific questions to participate in a discussion.</p> <p><b>Level II Students will:</b>  <b>EESL.9-12.1.</b> Actively participate in conversational exchanges about grade-level/age-appropriate topics or text.</p>

<p>research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>SL.9-12.1.b.</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><b>SL.9-12.1.c.</b> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p><b>SL.9-12.1.d.</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>		<p><i>Ex.</i> Respond to questions, comments, and exchanges of others. <i>Ex.</i> Share information.</p> <p><b>Level I Students will:</b> <b>EESL.9-12.1.</b> Participate in a class discussion. <i>Ex.</i> Quietly attend to the class discussion <i>Ex.</i> Signal acknowledgement of discussion</p>
<p><b>SL.9-12.2.</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><b>EESL.9-12.2.</b> Relate information from at least three sources in diverse media to make decisions and solve problems.</p>	<p><b>Level IV Students will:</b> <b>EESL.9-12.2.</b> Relate information from at least three sources in diverse media to make decisions and solve problems.</p> <p><b>Level III Students will:</b> <b>EESL.9-12.</b> Combine information from multiple sources in diverse media that contribute to making a personal decision or solving a problem.</p> <p><b>Level II Students will:</b> <b>EESL.9-12.2.</b> Identify information from diverse media to make a personal choice/decision.</p> <p><b>Level I Students will:</b> <b>EESL.9-12.2.</b> Choose from presented media information to make a personal choice/decision.</p>
<p><b>SL.9-12.3.</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><b>EESL.9-12.3.</b> Describe a speaker's point of view with one supporting piece of evidence.</p>	<p><b>Level IV Students will:</b> <b>EESL.9-12.3.</b> Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported) identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>Level III Students will:</b> <b>EESL.9-12.3.</b> Describe a speaker's point of view with one supporting piece of evidence.</p> <p><b>Level II Students will:</b> <b>EESL.9-12.3.</b> Identify a speaker's point of view.</p> <p><b>Level I Students will:</b></p>

<p><b>Presentation of Knowledge and Ideas.</b></p> <p><b>SL.9-12.4.</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p><b>EESL.9-12.4.</b> Present information and supporting evidence in an organized manner appropriate to a purpose, audience or task.</p>	<p><b>EESL.9-12.3.</b> Match a speaker's point of view when given two choices.</p> <p><b>Level IV Students will:</b>  <b>EESL.9-12.4.</b> Present findings including relevant descriptions, facts, or details with an organization that supports purpose, audience, and task.</p> <p><b>Level III Students will:</b>  <b>EESL.9-12.4.</b> Present information and supporting evidence in an organized manner appropriate to a purpose, audience or task.</p> <p><b>Level II Students will:</b>  <b>EESL.9-12.4.</b> Present information appropriate to a purpose, audience, and task.</p> <p><b>Level I Students will:</b>  <b>EESL.9-12.4.</b> Communicate with peers on an assigned topic.</p>
<p><b>SL.9-12.5.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><b>EESL.9-12.5.</b> Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.</p>	<p><b>Level IV Students will:</b>  <b>EESL.9-12.5.</b> Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.</p> <p><b>Level III Students will:</b>  <b>EESL.9-12.5.</b> Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.</p> <p><b>Level II Students will:</b>  <b>EESL.9-12.5.</b> Select an image or other digital media to add to a presentation.</p> <p><b>Level I Students will:</b>  <b>EESL.9-12.5.</b> Assist with a media presentation.</p>
<p><b>SL.9-12.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>EESL.9-12.6.</b> Communicate precisely (e.g., provide specific and complete information) or efficiently (e.g., telegraphic communication) as required by the context, task, and communication partner.</p>	<p><b>Level IV Students will:</b>  <b>EESL.9-12.6.</b> Communicate precisely (e.g., provide specific and complete information) or efficiently (e.g., telegraphic communication) as required by the context, task, and communication partner.</p> <p><b>Level III Students will:</b>  <b>EESL.9-12.6.</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.</p> <p><b>Level II Students will:</b>  <b>EESL.9-12.6.</b> Communicate using complete sentences when asked.</p> <p><b>Level I Students will:</b>  <b>EESL.9-12.6.</b> Communicate in words and phrases using preferred mode of communication.</p>
<p><b>Language</b></p>		
<p><b>Conventions of Standard English.</b></p> <p><b>L.9-12.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.9-12.1.a</b> Use parallel structure.</p>	<p><b>EEL.9-12.1.</b> Use conventions of grammar, including parallel structure, when writing or speaking, forming varied sentence structures to make content interesting.</p>	<p><b>Level IV Students will:</b>  <b>EEL.9-12.1.</b> Use conventions of grammar, including parallel structure, when writing or speaking, forming varied sentence structures to make content interesting.</p> <p><b>Level III Students will:</b></p>

<p><b>L.9-12.1.b</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>		<p><b>EEL.9-12.1.</b> Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in complete sentences to convey information in spoken and written English.</p> <p><b>Level II Students will:</b>  <b>EEL.9-12.1.</b> Use simple sentences containing basic parts of speech (nouns, verbs, and adjectives) to convey information in spoken and written English.</p> <p><b>Level I Students will:</b>  <b>EEL.9-12.1.</b> Use words and phrases to communicate during a shared writing or speaking activity.</p>
<p><b>L.9-12.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.9-12.2.a.</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>L.9-12.2.b</b> Use a colon to introduce a list or quotation.</p>	<p><b>EEL.9-12.2.</b> Use correct punctuation (end punctuation, basic comma usage, and semi-colon) and capitalization when writing.</p> <p><b>EEL.9-12.2.a.-b.</b> Use basic punctuation and capitalization correctly when writing.</p>	<p><b>Level IV Students will:</b>  <b>EEL.9-12.2.a.-b.</b> Use correct punctuation (end punctuation, basic comma usage, and semi-colon) and capitalization when writing.</p> <p><b>Level III Students will:</b>  <b>EEL.9-12.2.a.-b.</b>Use punctuation and capitalization when writing, to include end punctuation and the use of commas in greetings and closings of letters and other correspondence.</p> <p><b>Level II Students will:</b>  <b>EEL.9-12.2.a.-b.</b> Use periods and capitalization at the beginning of a sentence correctly.</p> <p><b>Level I Students will:</b>  <b>EEL.9-12.2.a.-b.</b> Recognize a period and capital letters.</p>
<p><b>L.9-12.2.c.</b> Spell correctly.</p>	<p><b>EEL.9-12.2c.</b> Spell most high-frequency words correctly and apply knowledge of word chunks including common prefixes, suffixes, and roots (morphemes) in spelling longer words.</p>	<p><b>Level IV Students will:</b>  <b>EEL.9-12.2.c.</b> Spell most high-frequency words correctly and apply knowledge of word chunks including common prefixes, suffixes, and roots (morphemes) in spelling longer words.</p> <p><b>Level III Students will:</b>  <b>EEL.9-12.2.c.</b> Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.</p> <p><b>Level II Students will:</b>  <b>EEL.9-12.2.c.</b> Spell familiar single-syllable words correctly.</p> <p><b>Level I Students will:</b>  <b>EEL.9-12.2.c.</b> Identify which words would start with a capital letter.</p>
<p><b>Knowledge of Language.</b></p> <p><b>L.9-12.3.a.</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.9-12.3.a.</b> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p><b>EEL.9-12.3.a.</b> Use knowledge of language to achieve desired meaning when writing or communicating.</p> <p><b>EEL.9-12.3.a.</b> Write and revise work so that it communicates clearly to the intended audience.</p>	<p><b>Level IV Students will:</b>  <b>EEL.9-12.3.a.</b> Write and revise work using knowledge of language to achieve the desired meaning for the intended audience.</p> <p><b>Level III Students will:</b>  <b>EEL.9-12.3.a.</b> Write and revise work so that it communicates clearly to the intended audience.</p> <p><b>Level II Students will</b>  <b>EEL.9-12.3.a.</b> Write and add more to clarify intended message.</p> <p><b>Level I Students will:</b>  <b>EEL.9-12.3.a.</b> Select words to communicate desired message.</p>

<p><b>Vocabulary Acquisition and Use</b></p> <p><b>L.9-12.4.a.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–12 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L.9-12.4.a.</b> Use context as a clue to the meaning of a word or phrase.</p>	<p><b>EEL.9-12.4.a.</b> Use context clues, word structures or reference materials to determine the meaning of unknown words</p> <p><b>EEL.9-12.4.a.</b> Determine the meaning of a word or phrase from context in a sentence.</p>	<p><b>Level IV Students will:</b>  <b>EEL.9-12.4.a.</b> Use context clues, word structures or reference materials to determine the meaning of unknown words.</p> <p><b>Level III Students will:</b>  <b>EEL.9-12.4.a.</b> Use context clues to determine the meaning of multiple-meaning words.</p> <p><b>Level II Students will:</b>  <b>EEL.9-12.4.a.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p> <p><b>Level I Students will:</b>  <b>EEL.9-12.4.a.</b> Select a picture or written text to match meaning to a word.</p>
<p><b>L.9-12.4.b.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–12 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L.9-12.4.b.</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	<p><b>EEL.9-12.4.b.</b> Determine or clarify the meaning of unknown and multiple meaning words to match textual meaning.</p> <p><b>EEL.9-12.4.b.</b> Identify and correctly use singular/plural and verb tense pattern changes that indicate different meanings (e.g., -s, -es, -ed, -ing).</p>	<p><b>Level IV Students will:</b>  <b>EEL.9-12.4.b.</b> Determine or clarify the meaning of unknown and multiple meaning words to match textual meaning.  <i>Ex.</i> Identify and correctly use singular/plural, verb tense and comparative pattern changes that indicate different meaning (e.g., -s, -es, -ed, -ing, -er, -est).</p> <p><b>Level III Students will:</b>  <b>EEL.9-12.4.b.</b> Determine or clarify the meaning of unknown and multiple meaning words.  <i>Ex.</i> Identify and correctly use singular/plural and verb tense pattern changes that indicate different meanings (e.g., -s, -es, -ed, -ing).</p> <p><b>Level II Students will:</b>  <b>EEL.9-12.4.b.</b> Determine or clarify the meaning of unknown and multiple meaning words.  <i>Ex.</i> Identify and correctly use singular and plural word patterns (e.g., -s, -es).</p> <p><b>Level I Students will:</b>  <b>EEL.9-12.4.b.</b> Recognize difference between singular and plural words in pictures.</p>
<p><b>L.9-12.4.c.-d.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–12 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L.9-12.4.c.</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), part of speech, or its etymology.</p> <p><b>L.9-12.4.d.</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>EEL.9-12.4.c.</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word/phrase or determine or clarify its meaning.</p> <p><b>EEL.9-12.4.d.</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words and phrases encountered when reading.</p>	<p><b>Level IV Students will:</b>  <b>EEL.9-12.4c.-d.</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word/phrase or determine or clarify its meaning.  <i>Ex.</i> Use a medical dictionary to find clarify information in a text.</p> <p><b>Level III Students will:</b>  <b>EEL.9-12.4c.-d.</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning and pronunciation of unfamiliar words/phrases encountered when reading.  <i>Ex.</i> Use dictionary on an e-reader to clarify meaning of a text.</p> <p><b>Level II Students will:</b>  <b>EEL.9-12.4c.-d.</b> Use beginning dictionaries (print or digital) to clarify the meaning and pronunciation of words and phrases.  <i>Ex.</i> Use a personal dictionary on the iPad to clarify pronunciation.</p> <p><b>Level I Students will:</b>  <b>EEL.9-12.4c.-d.</b> Ask for clarification when needed.</p>

<p><b>L.9-12.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.9-12.5.a.</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p><b>L.9-12.5.b.</b> Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>EEL.9-12.5.</b> Use multiple-meaning words and figures of speech.</p>	<p><b>Level IV Students will:</b>  <b>EEL.9-12.5.</b> Demonstrate understanding of figurative language and words relationships.  <i>Ex.</i> Interpret simple figures of speech (e.g., it's raining cats and dogs) encountered while reading or listening.  <i>Ex.</i> Discuss the meaning of multiple-meaning words encountered while reading or listening.</p> <p><b>Level III Students will:</b>  <b>EEL.9-12.5.</b> Use multiple-meaning words and figures of speech.</p> <p><b>Level II Students will:</b>  <b>EEL.9-12.5.</b> Respond to the use of a word in two ways.</p> <p><b>Level I Students will:</b>  <b>EEL.9-12.5.</b> Identify real-life connections between words and their use.</p>
<p><b>L.9-12.6.</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>EEL.9-12.6.</b> Acquire and use general academic and domain-specific words and phrases common to the student's experience.</p>	<p><b>Level IV Students will:</b>  <b>EEL.9-12.6.</b> Acquire and use grade-level/age appropriate academic and domain-specific words and phrases in speaking and writing.</p> <p><b>Level III Students will:</b>  <b>EEL.9-12.6.</b> Use general academic and domain-specific words and phrases common to the student's experience.</p> <p><b>Level II Students will:</b>  <b>EEL.9-12.6.</b> Recognize and respond to general academic language.</p> <p><b>Level I Students will:</b>  <b>EEL.9-12.6.</b> Use words acquired through learning activities.</p>