

ALABAMA EXTENDED STANDARDS

READING

GRADES K-12



Joseph B. Morton, State Superintendent of Education • Alabama Department of Education

February 2006

For information regarding the *Alabama Extended Standards: READING*, contact Special Education Services, Alabama Department of Education, 3344 Gordon Persons Building, 50 North Ripley Street, Montgomery, Alabama 36104, or by mail to P.O. Box 302101, Montgomery, Alabama 36130-2101.

Telephone number (334) 242-8114

2006

Joseph B. Morton, State Superintendent of Education
Alabama Department of Education

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, sex, race, religion, national origin, color, or age. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972: Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 242-8444.

ACKNOWLEDGMENTS

2003-2004 Reading & Math Extended Standards Committee Members

Cooper Chunn, Teacher, Oak Mountain Elementary School, Shelby County Board of Education

Mary Ann Gothart, Teacher, Collins Elementary School, Scottsboro City Board of Education

Darron O. Kuykendall, Teacher, Walker Elementary School, Tuscaloosa County Board of Education

Ann Lynch, Teacher, West Blocton Middle School, Bibb County Board of Education

Pamela McCoy, Teacher, Rehobeth Elementary School, Houston County Board of Education

Melissa Norris, Teacher, Carrollton Unit School, Pickens County Board of Education

Denise Q. Smith, Parent Advocate, Alabama Disabilities Advocacy Program

Tammy Younce, Teacher, Robertsdale High School, Baldwin County Board of Education

2004-2005 Reading & Math Extended Standards Committee Members

Micha Anez, Teacher, Pell City High School, Pell City Board of Education

Carlena Barker, Assistant Project Director, Work Links, Rehabilitation and Special Education, Auburn University

Kristi Boone, Teacher, Benjamin Russell High School, Alexander City Board of Education

Johnna Breland, Parent, Decatur, Alabama

Cindy Godsey, Teacher, Allan Cott School, Glenwood, Inc., Birmingham, Alabama

Sonja S. Hines, Teacher/Psychometrist, Andalusia City Board of Education

Jamie Logan, Coordinator of Educational Services, The Learning Tree, Inc., Jacksonville, Alabama

Cynthia Mayo, Teacher, Pell City High School, Pell City Board of Education

Laura B. McCormick, Teacher, Oak Mountain Elementary, Shelby County Board of Education

Ellen C. Moon, Teacher, Oak Mountain Elementary, Shelby County Board of Education

Shelly M. Munger, Teacher, Beauregard Elementary, Lee County Board of Education

Mary Sanders, Teacher, Beauregard Elementary, Lee County Board of Education

Jennifer Sellers, Parent, Montgomery, Alabama; Graduate Research Assistant, Rehabilitation and Special Education, Auburn University

Makeitha J. Shamburger, Teacher, F.S. Ervin Elementary, Wilcox County Board of Education

JoAnn Shealey, Teacher, Central High School, Coosa County Board of Education

State Department of Education personnel who provided leadership during the development of the document were:

Joseph B. Morton, Ph.D., State Superintendent of Education;
Ruth C. Ash, Ed.D., Deputy State Superintendent of Education; and
Feagin Johnson, Jr., Assistant State Superintendent of Education.

State Department of Education personnel who managed the development process were:

Mabrey Whetstone, Ph.D., Director, Special Education Services;
Marla D. Holbrook, Administrator, Special Education Services; and
DaLee Chambers, Ph.D., Education Specialist, Special Education Services;
Cheryl Holder, Ed.D., Education Consultant; and
Tuwanna McGee, Education Specialist, Special Education Services (2002-2004).

State Department of Education personnel who assisted in the development process were:

Kathy Adams, Education Specialist, Special Education Services;
Gayle deJong, Administrator, Federal Programs;
Dan Roth, Education Specialist, Special Education Services;
Susan Skipper, Education Specialist, Student Assessment; and
Clare Ward, Education Specialist, Special Education Services.

State Department of Education personnel who assisted with the preparation of the document were:

Valerie Lamb, Administrative Support Assistant, Special Education Services; and
LaShawnda Simmons, Administrative Support Assistant, Special Education Services.

Appreciation is extended to **Jan Sheinker, Ed.D.**, who served as national consultant for this project.

Appreciation is also extended to **Carlena Barker**, Teacher, Chambers County Board of Education; **Kristi Boone**, Teacher, Alexander City Board of Education; **Johnna Breland**, Parent, Decatur, Alabama; **Kathy Buck, Ph.D.**, Professor, Athens State University; **Sharyn Hillin**, Program Specialist, Shelby County Schools; **Sonja S. Hines**, Special Education Coordinator/Psychometrist, Andalusia City Board of Education; **Charlotte Kerr**, Special Education Coordinator, Homewood City Board of Education; **Jamie Logan**, Coordinator of Educational Services, The Learning Tree, Inc., Jacksonville, Alabama; **Cynthia Mayo**, Teacher, Pell City Board of Education; **Shelly M. Munger**, Teacher, Auburn City Board of Education; **Marcia O'Neal, Ph.D.**, Research Assistant Professor, UAB Center for Educational Accountability; **Jennifer Sellers**, Parent, Montgomery, Alabama; Graduate Research Assistant, Rehabilitation and Special Education, Auburn University; **JoAnn Shealey**, Teacher, Coosa County Board of Education; and **Scott Snyder, Ph.D.**, Director, UAB Center for Educational Accountability, who served on the 2006 Standard Setting Committee for the Alabama Extended Standards.

Organization of the ALABAMA EXTENDED STANDARDS

Course of Study	Extended Standard	Complexity	
General Education Standard 6.3 Apply strategies that include making complex predictions, identifying the likely source of a text, and comparing and contrasting to comprehend sixth-grade textual/informational and functional materials.	R. ES 6.3 Use strategies including locating information in informational and functional materials.	(4)	<ul style="list-style-type: none"> • Use strategies including locating information in classroom text and resource materials
		(3)	<ul style="list-style-type: none"> • Use strategies including locating information in informational and functional materials
		(2)	<ul style="list-style-type: none"> • Identify appropriate source for specified information
		(1)	<ul style="list-style-type: none"> • Attend as others locate information in resource materials

Course of Study

The Course of Study lists the general education standard(s) for each grade level. The Alabama Extended Standards are linked to general education grade level content. The general education standard is provided as a reference.

Extended Standard

The Alabama Extended Standards are the academic content for students with significant cognitive disabilities. These standards define what students with significant cognitive disabilities are expected to know and be able to do.

Complexity

The extended standards are divided into four levels of complexity, with four being the most complex and one being the least complex.

When developing goals and planning instruction, strive for the highest level of complexity that the student can achieve. Complexity 3 is the same as the extended standard. Always begin by considering complexity 3. If the student is unable to work at complexity 3, consider complexity 2, then 1. Complexity 4 should be considered for any student who has achieved complexity 3 or above.

Alabama Extended Standards

Reading Grades K-12

Course of Study	Extended Standard	Complexity	
<p>General Education Standard K.1</p> <p>Exhibit phonemic awareness by identifying and categorizing phonemes, by orally blending phonemes into one-syllable words, by segmenting one-syllable words into phonemes, and by rhyming.</p>	<p>R. ES K.1</p> <p>Identify 2 phonemes as being alike or different.</p>	(4)	<ul style="list-style-type: none"> Identify two objects that start with the same phoneme
		(3)	<ul style="list-style-type: none"> Identify 2 phonemes as being alike or different
		(2)	<ul style="list-style-type: none"> Mimic letter sounds
		(1)	<ul style="list-style-type: none"> Respond to sounds
<p>General Education Standard K.2</p> <p>Demonstrate letter-sound association by matching letters to corresponding spoken sounds and blending letter sounds into one-syllable words, using printed materials.</p>	<p>R. ES K.2</p> <p>Track simple words as they are read aloud.</p>	(4)	<ul style="list-style-type: none"> Locate words in text after they are read aloud and pointed out
		(3)	<ul style="list-style-type: none"> Track simple words as they are read aloud
		(2)	<ul style="list-style-type: none"> Track reading material from left to right
		(1)	<ul style="list-style-type: none"> Track objects
<p>General Education Standard K.2</p> <p>Demonstrate letter-sound association by matching letters to corresponding spoken sounds and blending letter sounds into one-syllable words, using printed materials.</p>	<p>R. ES K.3</p> <p>Identify letters.</p>	(4)	<ul style="list-style-type: none"> Name the letters of the alphabet
		(3)	<ul style="list-style-type: none"> Identify letters
		(2)	<ul style="list-style-type: none"> Mimic letter names
		(1)	<ul style="list-style-type: none"> Produce purposeful sounds
<p>General Education Standard K.4</p> <p>Use words that describe and represent real-life objects and actions.</p>	<p>R. ES K.4</p> <p>Match spoken words to real-life objects and</p>	(4)	<ul style="list-style-type: none"> Match spoken words to pictures of objects, actions, and events
		(3)	<ul style="list-style-type: none"> Match spoken words to real-life objects and actions
		(2)	<ul style="list-style-type: none"> Request 2-3 favorite objects

Course of Study	Extended Standard	Complexity	
	actions.	(1)	<ul style="list-style-type: none"> • Respond to 2-3 favorite objects
<p>General Education Standard K.5</p> <p>Demonstrate comprehension of passages heard by retelling stories and by answering questions.</p>	<p>R. ES K.5</p> <p>Answer yes/no questions related to objects, actions, or events.</p>	(4)	<ul style="list-style-type: none"> • Answer yes/no questions about a story read aloud
		(3)	<ul style="list-style-type: none"> • Answer yes/no questions related to objects, actions, or events
		(2)	<ul style="list-style-type: none"> • Respond to yes/no questions related to personal wants and needs
		(1)	<ul style="list-style-type: none"> • Respond to yes/no directives
<p>General Education Standard 1.1</p> <p>Demonstrate phonemic awareness by isolating, deleting, and adding phonemes, by using onsets and rimes, and by identifying initial, medial, and final sounds in one-syllable words.</p>	<p>R. ES 1.1</p> <p>Match initial letter sounds in one-syllable words.</p>	(4)	<ul style="list-style-type: none"> • Identify initial letter sounds in one-syllable words
		(3)	<ul style="list-style-type: none"> • Match initial letter sounds in one-syllable words
		(2)	<ul style="list-style-type: none"> • Mimic initial sound in one-syllable word
		(1)	<ul style="list-style-type: none"> • Respond to letter sounds
<p>General Education Standard 1.2</p> <p>Utilize predictable letter-sound relationships to decode printed words, including words with consonant blends that require blending 3-4 phonemes into a whole word.</p>	<p>R. ES 1.2</p> <p>Match sounds and letters.</p>	(4)	<ul style="list-style-type: none"> • Identify letter matched to sound
		(3)	<ul style="list-style-type: none"> • Match sounds and letters
		(2)	<ul style="list-style-type: none"> • Mimic sound and letter name
		(1)	<ul style="list-style-type: none"> • Attend to sounds and their matching letters
<p>General Education Standard 1.3</p> <p>Demonstrate vocabulary skills by sorting words into categories and by deriving word meaning from context within sentences and paragraphs.</p>	<p>R. ES 1.3</p> <p>Sort picture cards into given categories.</p>	(4)	<ul style="list-style-type: none"> • Sort word cards into given categories
		(3)	<ul style="list-style-type: none"> • Sort picture cards into given categories
		(2)	<ul style="list-style-type: none"> • Identify picture cards
		(1)	<ul style="list-style-type: none"> • Request objects

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 1.4</p> <p>Read with comprehension a variety of first-grade narrative and informational texts, recalling information, including the beginning, middle, and end while retelling a story.</p>	<p>R. ES 1.4</p> <p>Recall information to answer ‘who’, ‘what’ and ‘where’ questions about a story.</p>	(4)	<ul style="list-style-type: none"> • Answer ‘why’ questions about a story
		(3)	<ul style="list-style-type: none"> • Recall information to answer ‘who’, ‘what’ and ‘where’ questions about a story
		(2)	<ul style="list-style-type: none"> • Answer ‘who’ and ‘what’ questions about a simple story
		(1)	<ul style="list-style-type: none"> • Attend as simple story is read aloud
<p>General Education Standard 1.5</p> <p>Read with fluency simple passages containing simple sentences.</p>	<p>R. ES 1.5</p> <p>Recognize high frequency words.</p>	(4)	<ul style="list-style-type: none"> • Read high frequency sight words automatically
		(3)	<ul style="list-style-type: none"> • Recognize high frequency words
		(2)	<ul style="list-style-type: none"> • Identify letter names fluently
		(1)	<ul style="list-style-type: none"> • Attend to objects and matching picture symbol
<p>General Education Standard 2.1</p> <p>Demonstrate phonological skills by manipulating the sounds and words of the English language and identifying syllables in two- and three-syllable words.</p>	<p>R. ES 2.1</p> <p>Isolate initial and final sound in phonemic tasks.</p>	(4)	<ul style="list-style-type: none"> • Segment words into phonemes
		(3)	<ul style="list-style-type: none"> • Isolate initial and final sound in phonemic tasks
		(2)	<ul style="list-style-type: none"> • Isolate the initial sound in phonemic tasks
		(1)	<ul style="list-style-type: none"> • Attend to like and unlike sounds
<p>General Education Standard 2.2</p> <p>Apply phonetic strategies to decode unfamiliar and multisyllable words, using graphophonemic clues and letter-sound correspondences, including diphthongs and digraphs.</p>	<p>R. ES 2.2</p> <p>Identify all single consonant and vowel sounds.</p>	(4)	<ul style="list-style-type: none"> • Identify consonant-vowel-consonant (c-v-c) pattern in words
		(3)	<ul style="list-style-type: none"> • Identify all single consonant and vowel sounds
		(2)	<ul style="list-style-type: none"> • Match consonant and vowel sounds to letters
		(1)	<ul style="list-style-type: none"> • Interact with manipulative letters or letter songs
<p>General Education Standard 2.3</p> <p>Exhibit vocabulary skills by explaining simple common</p>	<p>R. ES 2.3</p> <p>Use words that describe and</p>	(4)	<ul style="list-style-type: none"> • Read and respond to simple sentences describing actions
		(3)	<ul style="list-style-type: none"> • Use words that describe and represent real life objects and actions

Course of Study	Extended Standard	Complexity	
antonyms and synonyms, and using descriptive words.	represent real life objects and actions.	(2)	<ul style="list-style-type: none"> Use words to identify 2-3 individuals or objects
		(1)	<ul style="list-style-type: none"> Express needs and wants
General Education Standard 2.4 Demonstrate comprehension of second-grade reading materials across the curriculum, drawing simple conclusions, classifying ideas and things, identifying sequence, and retelling directions and information from textual/informational and functional materials.	R. ES 2.4 Identify first event in a story read aloud.	(4)	<ul style="list-style-type: none"> Sequence 3-4 events from a story
		(3)	<ul style="list-style-type: none"> Identify first event in a story read aloud
		(2)	<ul style="list-style-type: none"> Identify an event or character from a story read aloud
		(1)	<ul style="list-style-type: none"> React to a familiar story read aloud
General Education Standard 2.5 Read with fluency passages containing complex sentences.	R. ES 2.5 Read high frequency words.	(4)	<ul style="list-style-type: none"> Read color and number words
		(3)	<ul style="list-style-type: none"> Read high frequency words
		(2)	<ul style="list-style-type: none"> Match high frequency words
		(1)	<ul style="list-style-type: none"> React to pictures of people or objects
General Education Standard 3.1 Apply advanced phonetic analysis to multiple-syllable words, including consonants, short vowels, blends, long vowel markers, and r-controlled vowels.	R. ES 3.1 Blend letter sounds into one-syllable words.	(4)	<ul style="list-style-type: none"> Recognize the most common sound associated with 2-3 letter blends
		(3)	<ul style="list-style-type: none"> Blend letter sounds into one-syllable words
		(2)	<ul style="list-style-type: none"> Pair letters with their sounds
		(1)	<ul style="list-style-type: none"> Imitate letter sounds

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 3.1</p> <p>Apply advanced phonetic analysis to multiple-syllable words, including consonants, short vowels, blends, long vowel markers, and r-controlled vowels.</p>	<p>R. ES 3.2</p> <p>Identify the most common sound associated with 2-3 letter blends.</p>	(4)	<ul style="list-style-type: none"> • Read words containing 2-3 letter blends
		(3)	<ul style="list-style-type: none"> • Identify the most common sound associated with 2-3 letter blends
		(2)	<ul style="list-style-type: none"> • Match 2-3 letter blends with their most common sound
		(1)	<ul style="list-style-type: none"> • Attend to 2-3 letter blends and their matching sound
<p>General Education Standard 3.2</p> <p>Demonstrate reading vocabulary knowledge of compound words.</p>	<p>R. ES 3.3</p> <p>Read regular one-syllable words with fluency.</p>	(4)	<ul style="list-style-type: none"> • Read regular and irregular one-syllable words with fluency
		(3)	<ul style="list-style-type: none"> • Read regular one-syllable words with fluency
		(2)	<ul style="list-style-type: none"> • Recognize familiar words/symbols
		(1)	<ul style="list-style-type: none"> • Participate in shared reading of repetitive text
<p>General Education Standard 3.3</p> <p>Use a wide range of strategies, including using context clues and predicting outcomes, to comprehend third-grade literary/recreational materials in a variety of genres.</p>	<p>R. ES 3.4</p> <p>Identify reading vocabulary using context clues.</p>	(4)	<ul style="list-style-type: none"> • Predict outcomes using context clues
		(3)	<ul style="list-style-type: none"> • Identify reading vocabulary using context clues
		(2)	<ul style="list-style-type: none"> • Relate a story from a picture book
		(1)	<ul style="list-style-type: none"> • Hold a book right side up and attend to pictures
<p>General Education Standard 3.4</p> <p>Use a wide range of strategies and skills, including retelling information, using general context clues, and making inferences to identify the main idea, to comprehend third-grade functional and textual/informational reading materials.</p>	<p>R. ES 3.5</p> <p>Retell simple stories including beginning and end.</p>	(4)	<ul style="list-style-type: none"> • Retell simple stories including beginning, middle and end
		(3)	<ul style="list-style-type: none"> • Retell simple stories including beginning and end
		(2)	<ul style="list-style-type: none"> • Identify events from a story
		(1)	<ul style="list-style-type: none"> • Respond as events in a story are read

Course of Study	Extended Standard	Complexity	
General Education Standard 4.1 Demonstrate word recognition skills, including structural analysis.	R. ES 4.1 Blend and segment 3-4 phoneme words.	(4)	<ul style="list-style-type: none"> • Read two-syllable words
		(3)	<ul style="list-style-type: none"> • Blend and segment 3-4 phoneme words
		(2)	<ul style="list-style-type: none"> • Segment 3-4 phoneme words
		(1)	<ul style="list-style-type: none"> • Attend to the beat of separate syllables/sounds in simple rhymes being read aloud
General Education Standard 4.2 Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms.	R. ES 4.2 Use vocabulary knowledge to read simple sentences.	(4)	<ul style="list-style-type: none"> • Read a passage containing simple sentences
		(3)	<ul style="list-style-type: none"> • Use vocabulary knowledge to read simple sentences
		(2)	<ul style="list-style-type: none"> • Use vocabulary knowledge to read compound words
		(1)	<ul style="list-style-type: none"> • Participate in shared reading of rhymes or simple stories
General Education Standard 4.2 Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms.	R. ES 4.3 Recognize synonyms.	(4)	<ul style="list-style-type: none"> • Recognize synonyms and antonyms
		(3)	<ul style="list-style-type: none"> • Recognize synonyms
		(2)	<ul style="list-style-type: none"> • Distinguish between items that are “same” and “different”
		(1)	<ul style="list-style-type: none"> • Interact with two “like” objects
General Education Standard 4.4 Identify literary elements and devices, including characters, important details, and similes, in literary/recreational materials and identify important details in textual/informational materials.	R. ES 4.4 Identify literary elements including main character and important details from a story.	(4)	<ul style="list-style-type: none"> • Describe main character and significant details from a story
		(3)	<ul style="list-style-type: none"> • Identify literary elements including main character and important details from a story
		(2)	<ul style="list-style-type: none"> • Identify a significant detail from a story
		(1)	<ul style="list-style-type: none"> • Locate characters or objects in a picture from a story book
(Phonics skill continued from previous year.)	R. ES 4.5 Decode words with consonant	(4)	<ul style="list-style-type: none"> • Read multi-syllable words
		(3)	<ul style="list-style-type: none"> • Decode words with consonant blends and letter combinations

Course of Study	Extended Standard	Complexity	
	blends and letter combinations.	(2)	<ul style="list-style-type: none"> • Pair words containing consonant blends and letter combinations with objects
		(1)	<ul style="list-style-type: none"> • Participate in an activity matching sounds to letters
<p>General Education Standard 5.1</p> <p>Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words.</p>	R. ES 5.1	(4)	<ul style="list-style-type: none"> • Use multiple meaning words in sentences
	Identify words with more than one meaning.	(3)	<ul style="list-style-type: none"> • Identify words with more than one meaning
		(2)	<ul style="list-style-type: none"> • Match pictures of multiple meaning words
		(1)	<ul style="list-style-type: none"> • Participate in an activity matching pictures of multiple meaning words
<p>General Education Standard 5.2</p> <p>Use a range of strategies, including drawing conclusions such as opinions about characters based on their actions and summarizing passages, to comprehend fifth-grade literary/recreational materials in a variety of genres.</p>	R. ES 5.2	(4)	<ul style="list-style-type: none"> • Use strategies including summarizing passages to draw conclusions
	Draw conclusions about characters based on their actions.	(3)	<ul style="list-style-type: none"> • Draw conclusions about characters based on their actions
		(2)	<ul style="list-style-type: none"> • Identify the actions of characters in a story
		(1)	<ul style="list-style-type: none"> • Respond to the actions of characters in a story
<p>General Education Standard 5.4</p> <p>Use a wide range of strategies and skills, including using text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade functional and textual/informational reading materials.</p>	R. ES 5.3	(4)	<ul style="list-style-type: none"> • Apply phonetic skills to read unfamiliar and multi-syllable words to comprehend text
	Use a range of strategies and skills including phonetic skills to read unfamiliar and/or multi-syllable words.	(3)	<ul style="list-style-type: none"> • Use a range of strategies and skills including phonetic skills to read unfamiliar and/or multi-syllable words
		(2)	<ul style="list-style-type: none"> • Blend 3-4 phoneme words
		(1)	<ul style="list-style-type: none"> • Imitate producing 3-4 phoneme words

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 6.1</p> <p>Apply strategies, including making complex predictions, interpreting characters’ behaviors, and comparing and contrasting, to comprehend sixth-grade literary/recreational materials.</p>	<p>R. ES 6.1</p> <p>Use strategies including interpreting characters’ behaviors and distinguishing fiction from nonfiction.</p>	(4)	<ul style="list-style-type: none"> • Compare and contrast characters from fiction and nonfiction stories
		(3)	<ul style="list-style-type: none"> • Use strategies including interpreting characters’ behaviors and distinguishing fiction from nonfiction
		(2)	<ul style="list-style-type: none"> • Distinguish “true” from “not true”
		(1)	<ul style="list-style-type: none"> • Participate in fiction and nonfiction stories or plays
<p>General Education Standard 6.2</p> <p>Interpret literary elements and devices, including implied main idea, conflict, and personification.</p>	<p>R. ES 6.2</p> <p>Identify literary elements including main idea.</p>	(4)	<ul style="list-style-type: none"> • Identify literary elements including main idea and supporting details
		(3)	<ul style="list-style-type: none"> • Identify literary elements including main idea
		(2)	<ul style="list-style-type: none"> • Identify the main idea of a story when given 2 or more choices
		(1)	<ul style="list-style-type: none"> • Identify a book by the picture on the cover
<p>General Education Standard 6.3</p> <p>Apply strategies that include making complex predictions, identifying the likely source of a text, and comparing and contrasting to comprehend sixth-grade textual/informational and functional materials.</p>	<p>R. ES 6.3</p> <p>Use strategies including locating information in informational and functional materials.</p>	(4)	<ul style="list-style-type: none"> • Use strategies including locating information in classroom text and resource materials
		(3)	<ul style="list-style-type: none"> • Use strategies including locating information in informational and functional materials
		(2)	<ul style="list-style-type: none"> • Identify appropriate source for specified information
		(1)	<ul style="list-style-type: none"> • Attend as others locate information in resource materials
<p>General Education Standard 7.2</p> <p>Relate literary elements and devices to each other, including main idea and supporting details, climax, point of view, and imagery.</p>	<p>R. ES 7.1</p> <p>Relate literary elements and devices to each other including setting, characters, and supporting details.</p>	(4)	<ul style="list-style-type: none"> • Relate literary elements and devices to each other including setting, characters, and supporting details in a book with chapters
		(3)	<ul style="list-style-type: none"> • Relate literary elements and devices to each other including setting, characters, and supporting details
		(2)	<ul style="list-style-type: none"> • Identify the main object/character within a story

Course of Study	Extended Standard	Complexity	
		(1)	<ul style="list-style-type: none"> Associate characters with a specific story
<p>General Education Standard 7.4</p> <p>Apply strategies that include setting purposes for reading, distinguishing fact from opinion, making generalizations, and reviewing to comprehend textual/informational and functional materials.</p>	<p>R. ES 7.2</p> <p>Apply strategies to determine the purpose of reading material.</p>	(4)	<ul style="list-style-type: none"> Use reading materials for the stated purpose
		(3)	<ul style="list-style-type: none"> Apply strategies to determine the purpose of reading material
		(2)	<ul style="list-style-type: none"> Match text to the source of the text
		(1)	<ul style="list-style-type: none"> Match object to picture/symbol
<p>General Education Standard 7.5</p> <p>Recognize the use of textual elements, including main idea and supporting details, and gain information from various text formats, including graphs.</p>	<p>R. ES 7.3</p> <p>Gain information from graphs.</p>	(4)	<ul style="list-style-type: none"> Compare and contrast information from graphs
		(3)	<ul style="list-style-type: none"> Gain information from graphs
		(2)	<ul style="list-style-type: none"> Identify the classroom graph where specific information can be found
		(1)	<ul style="list-style-type: none"> Respond as teacher updates classroom graph or chart
<p>General Education Standard 8.1</p> <p>Apply strategies, including making inferences to determine theme, confirming or refuting predictions, and using specific context clues, to comprehend eighth-grade literary/recreational materials.</p>	<p>R. ES 8.1</p> <p>Make predictions related to a story.</p>	(4)	<ul style="list-style-type: none"> Use a range of strategies including using text features to gain meaning, drawing conclusions and making predictions
		(3)	<ul style="list-style-type: none"> Make predictions related to a story
		(2)	<ul style="list-style-type: none"> Predict what will happen next in a given situation
		(1)	<ul style="list-style-type: none"> Respond to what will happen next in a given situation
<p>General Education Standard 8.2</p> <p>Evaluate the impact of setting, mood, and/or characterization on theme in specific literary selections.</p>	<p>R. ES 8.2</p> <p>Identify mood of a story based on story details.</p>	(4)	<ul style="list-style-type: none"> Explain the mood of a story using story details
		(3)	<ul style="list-style-type: none"> Identify mood of a story based on story details
		(2)	<ul style="list-style-type: none"> Identify the mood of a character
		(1)	<ul style="list-style-type: none"> Express a range of emotions appropriate for given situations

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 8.4</p> <p>Apply strategies appropriate to the type of material, including making inferences to determine bias or theme and using specific context clues, to comprehend eighth-grade textual/informational and functional materials.</p>	<p>R. ES 8.3</p> <p>Use context clues to determine word meanings.</p>	(4)	<ul style="list-style-type: none"> Develop sentences using vocabulary words introduced in text
		(3)	<ul style="list-style-type: none"> Use context clues to determine word meanings
		(2)	<ul style="list-style-type: none"> Match words and context clues
		(1)	<ul style="list-style-type: none"> Use vocabulary words introduced in text
<p>General Education Standard 9.1</p> <p>Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays or other non-fiction to comprehend literary/recreational text.</p>	<p>R. ES 9.1</p> <p>Identify plot in short stories and dramas.</p>	(4)	<ul style="list-style-type: none"> Describe the plot and predict the outcome in short stories and dramas
		(3)	<ul style="list-style-type: none"> Identify plot in short stories and dramas
		(2)	<ul style="list-style-type: none"> Differentiate among happy, sad, funny, and scary plots in short stories and dramas
		(1)	<ul style="list-style-type: none"> Differentiate between positive and negative facial expressions
<p>General Education Standard 9.3</p> <p>Read with comprehension a variety of textual/informational and functional materials commonly used in ninth grade, recognizing tone and propaganda.</p>	<p>R. ES 9.2</p> <p>Comprehend a variety of textual/informational and functional materials.</p>	(4)	<ul style="list-style-type: none"> Comprehend a variety of textual/informational and functional materials, recognizing tone and propaganda
		(3)	<ul style="list-style-type: none"> Comprehend a variety of textual/informational and functional materials
		(2)	<ul style="list-style-type: none"> Use picture/symbol informational and functional material
		(1)	<ul style="list-style-type: none"> Use signs/symbols to communicate stated purposes
<p>General Education Standard 10.1</p> <p>Apply both literal and inferential comprehension strategies, including</p>	<p>R. ES 10.1</p> <p>Identify characters' attitudes.</p>	(4)	<ul style="list-style-type: none"> Draw conclusions about characters' attitudes
		(3)	<ul style="list-style-type: none"> Identify characters' attitudes
		(2)	<ul style="list-style-type: none"> Identify different types of attitudes

Course of Study	Extended Standard	Complexity	
drawing conclusions/making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, or essays and/or other non-fiction.		(1)	<ul style="list-style-type: none"> Distinguish between positive and negative tone of voice
General Education Standard 10.3 Read with literal and inferential comprehension a variety of textual/informational and functional materials, making inferences about effects when passage provides cause; inferring cause when passage provides the effect; making inferences, decisions, and predictions from tables, charts, and other text features; and identifying the outcome or product of a set of directions.	R. ES 10.2 Answer questions using tables and charts.	(4)	<ul style="list-style-type: none"> Make generalizations using tables and charts
		(3)	<ul style="list-style-type: none"> Answer questions using tables and charts
		(2)	<ul style="list-style-type: none"> Distinguish the uses of different tables and charts
		(1)	<ul style="list-style-type: none"> Participate in an activity using information from picture/symbol charts
General Education Standard 10.3 Read with literal and inferential comprehension a variety of textual/informational and functional materials, making inferences about effects when passage provides cause; inferring cause when passage provides the effect; making inferences, decisions, and predictions from tables, charts, and other text features; and identifying the outcome or product of a set of directions.	R. ES 10.3 Follow directions in textual/informational and functional materials to produce an outcome.	(4)	<ul style="list-style-type: none"> Read and follow directions in textual/informational and functional materials to produce an outcome
		(3)	<ul style="list-style-type: none"> Follow directions in textual/informational and functional materials to produce an outcome
		(2)	<ul style="list-style-type: none"> Follow directions using picture cues
		(1)	<ul style="list-style-type: none"> Respond to 1-2 step directions

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 11.1</p> <p>Analyze authors' use of the literary elements of characterization, theme, tone, setting, mood, plot, and literary point of view in American short stories, drama, poetry, or essays and other non-fiction literature, predominantly from 1900 to the present.</p>	<p>R. ES 11.1</p> <p>Identify setting, mood, and plot in short stories and drama.</p>	(4)	<ul style="list-style-type: none"> Develop the setting and plot for a short story or drama
		(3)	<ul style="list-style-type: none"> Identify setting, mood, and plot in short stories and drama
		(2)	<ul style="list-style-type: none"> Identify setting and mood in short stories and drama
		(1)	<ul style="list-style-type: none"> Participate in an activity matching pictures from a story to words from the story read aloud
<p>General Education Standard 11.2</p> <p>Analyze the use of figurative language and literary devices, including hyperbole, simile, metaphor, personification, and other imagery, to enhance specific literary passages.</p>	<p>R. ES 11.2</p> <p>Contrast idioms and their literal interpretation.</p>	(4)	<ul style="list-style-type: none"> Use idioms in daily conversations
		(3)	<ul style="list-style-type: none"> Contrast idioms and their literal interpretation
		(2)	<ul style="list-style-type: none"> Match idioms with pictures depicting the literal and figurative translation of idioms
		(1)	<ul style="list-style-type: none"> Participate in an activity matching pictures of the literal and figurative translation of idioms
<p>General Education Standard 11.3</p> <p>Read with comprehension a variety of textual/informational and functional materials, recognizing organizational patterns, evaluating the strengths or weaknesses of argument, and identifying directions that are implied or embedded in a passage.</p>	<p>R. ES 11.3</p> <p>Identify directions that are embedded in a passage.</p>	(4)	<ul style="list-style-type: none"> Follow directions that are embedded in a passage to produce an outcome
		(3)	<ul style="list-style-type: none"> Identify directions that are embedded in a passage
		(2)	<ul style="list-style-type: none"> Follow directions in picture cues to produce an outcome
		(1)	<ul style="list-style-type: none"> Follow directions in a guided activity that produces an outcome
<p>General Education Standard 12.1</p> <p>Compare organizational structure, figurative language, and literary</p>	<p>R. ES 12.1</p> <p>Use the organizational structure of</p>	(4)	<ul style="list-style-type: none"> Compare the organizational structure of functional and informational materials
		(3)	<ul style="list-style-type: none"> Use the organizational structure of printed functional and informational materials

Course of Study	Extended Standard	Complexity	
devices, including the use of paradox, among predominantly British short stories, drama, poetry, or essays and/or other non-fiction literature.	printed functional and informational materials.	(2)	<ul style="list-style-type: none"> Identify the parts of printed functional and informational material
		(1)	<ul style="list-style-type: none"> Attend to functional and informational material
General Education Standard 12.2 Read with comprehension a variety of textual/informational and functional materials, comparing bias, persuasive techniques, and organizational structure in passages.	R. ES 12.2 Identify persuasive techniques in functional and informational material.	(4)	<ul style="list-style-type: none"> Use persuasive technique to express point of view related to functional and informational materials
		(3)	<ul style="list-style-type: none"> Identify persuasive techniques in functional and informational materials
		(2)	<ul style="list-style-type: none"> Respond appropriately when faced with persuasive techniques in real life situations
		(1)	<ul style="list-style-type: none"> Imitate appropriate response to persuasive techniques in role play situations