

ALABAMA EXTENDED STANDARDS

ENGLISH LANGUAGE ARTS

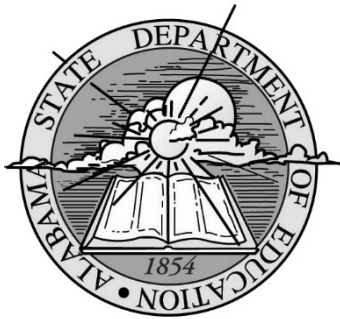
GRADES K-12

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Pending Final Approval



Thomas R. Bice, State Superintendent of Education • Alabama State Department of Education

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**ALABAMA EXTENDED STANDARDS:
ENGLISH LANGUAGE ARTS
(WRITING AND LANGUAGE ARTS)**

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PREFACE

The Alabama Extended Standards are extensions of the state academic content standards for each grade level. The Alabama Extended Standards are based on the academic content standards found in the Alabama Course of Study. They are designed to allow students with significant cognitive disabilities to progress toward state standards while beginning at each student's present level of performance. As required by law, the Alabama Extended Standards are clearly related to the grade-level content, but are reduced in scope and complexity.

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ORGANIZATION OF THE ALABAMA EXTENDED STANDARDS

Course of Study	Extended Standard	Complexity	
General Education Standard 3.31 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. [SL.3.1]	LA. ES 3.1 Share a visual during an activity or discussion. Example: Show a favorite toy during show and tell	(4)	Share a comment during an activity or discussion. Example: Talk about a favorite toy during show and tell
		(3)	Share a visual during an activity or discussion. Example: Show a favorite toy during show and tell
		(2)	Identify pictures or tactile representations that represent components of an activity or discussion. Example: Identify the calendar used during circle time
		(1)	Participate in an activity or discussion.

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.

Examples

Examples are illustrative, but are not exhaustive. For instance, if the Example suggests the student do something during show and tell or circle time, and the student is homebound, the skill could just as appropriately be demonstrated in a specially designed activity in the home.

Augmentative/Alternative Devices

The Alabama Extended Standards are to be completed using the student's communication modality (e.g., voice, sign language, augmentative/alternative communication device). This does not mean an augmentative/alternative device should be programmed to do the cognition for the student. Four complexities are provided for each standard to accommodate a wide range of student needs.

Alabama Extended Standards

ENGLISH LANGUAGE ARTS

Grades K-12

-Writing

-Language Arts

Kindergarten

Writing

Course of Study	Extended Standard	Complexity	
<p>General Education Standard K.25</p> <p>Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic. [W.K.2]</p>	<p>W. ES K.1</p> <p>Demonstrate fine motor skills. Examples: Cut with scissors, build with blocks, do puzzles, or manipulate electric wheelchair</p>	(4)	Trace shapes and squiggles.
		(3)	Demonstrate fine motor skills. Examples: Cut with scissors, build with blocks, do puzzles, manipulate electric wheelchair
		(2)	Make random marks in a soft medium. Example: Make marks in shaving cream, pudding, or finger paints
		(1)	Attend to demonstration of fine motor skills.
<p>General Education Standard K.24</p> <p>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., <i>My favorite book is</i>). [W.K.1]</p>	<p>W. ES K.2</p> <p>Retell or draw something related to a favorite book.</p>	(4)	Express an opinion about a book.
		(3)	Retell or draw something related to a favorite book.
		(2)	Select a book.
		(1)	Explore books.
<p>General Education Standard K.30</p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.K.8]</p>	<p>W. ES K.3</p> <p>When presented with a picture of an experience, answer a question about that experience.</p>	(4)	Draw or retell information from an experience.
		(3)	When presented with a picture of an experience, answer a question about that experience.
		(2)	Choose a picture or tactile representation that represents an experience.
		(1)	Eye gaze or touch pictures or objects representing an experience or event.

Kindergarten

Language Arts

Course of Study	Extended Standard	Complexity	
<p>General Education Standard K.31</p> <p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. [SL.K.1]</p>	<p>LA. ES K.1</p> <p>React appropriately to words, sounds, or pictures. Example: Sit quietly for a period of time during circle time</p>	(4)	<p>Respond appropriately to words, sounds, or pictures. Example: Interact during circle time</p>
		(3)	<p>React appropriately to words, sounds, or pictures. Example: Sit quietly for a period of time during circle time</p>
		(2)	<p>Identify pictures or tactile representations that symbolize a class activity or discussion. Example: Identify the picture of circle time</p>
		(1)	<p>Attend to sounds, pictures, or tactile representations during class activity or discussion.</p>
<p>General Education Standard K.32</p> <p>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. [SL.K.2]</p>	<p>LA. ES K.2</p> <p>Demonstrate listening as text is read aloud or information is presented orally. Example: Maintain occasional eye contact or other on task behavior to demonstrate listening as someone is speaking</p>	(4)	<p>Confirm understanding of a text read aloud or information presented orally. Examples: Make a statement about the text read aloud or information presented orally when asked if you understand; Follow through with getting up to go to lunch when requested</p>
		(3)	<p>Demonstrate listening as text is read aloud or information is presented orally. Example: Maintain occasional eye contact or other on task behavior to demonstrate listening as someone is speaking</p>
		(2)	<p>Demonstrate respect as text is read aloud or information is being presented orally. Example: Sit quietly as text is read aloud or information is being presented orally</p>
		(1)	<p>Acknowledge that text is being read aloud or information is being presented orally. Example: Look toward someone as they start speaking</p>

Course of Study	Extended Standard	Complexity	
<p>General Education Standard K.40</p> <p>With guidance and support from adults, explore word relationships and nuances in word meanings. [L.K.5]</p>	<p>LA. ES K.3</p> <p>Know and use the name of 2-3 people. Examples: Mama, Daddy, Sister</p>	(4)	<p>Know and say the name of 3-4 things. Examples: Cup, doggy, shoe</p>
		(3)	<p>Know and use the name of 2-3 people. Examples: Mama, Daddy, Sister</p>
		(2)	<p>Gesture to express meaning.</p>
		(1)	<p>Convey information through patterns. Examples: Use distinct patterns for hunger cries, anger cries, and pain cries</p>

1st Grade

Writing

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 1.25</p> <p>Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. [W.1.2]</p>	<p>W. ES 1.1</p> <p>Hold a pencil appropriately for developmental stage. Examples: Hold a pencil with fist ed grasp or palmar grasp</p>	(4)	Hold a pencil with 5-finger grasp or 3-finger grip with tip oriented towards paper.
		(3)	Hold a pencil appropriately for developmental stage. Example: Hold a pencil with fist ed grasp or palmar grasp
		(2)	Make purposeful marks in a soft medium. Example: Make lines and circles in shaving cream, pudding, or finger paints
		(1)	Tolerate different mediums. Examples: Tolerate touching or smelling pudding, rice, sand, pumpkin
<p>General Education Standard 1.29</p> <p>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). [W.1.7]</p>	<p>W. ES 1.2</p> <p>Identify a how-to topic of interest. Example: Identify an interest in something to learn</p>	(4)	Identify a how-to book/material that relates to a topic of interest. Example: Ask for or locate a book about building bird houses based on interest
		(3)	Identify a how-to topic of interest. Example: Identify an interest in something to learn
		(2)	Match picture directions to a completed project. Example: Match picture cues for making a peanut butter and jelly sandwich to a peanut butter and jelly sandwich.
		(1)	Respond to verbal or picture cues.
<p>General Education Standard 1.30</p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.1.8]</p>	<p>W. ES 1.3</p> <p>Recall information from a picture of an experience or event.</p>	(4)	Draw or retell 2 details from an experience or event.
		(3)	Recall information from a picture of an experience or event.
		(2)	Match pictures or tactile representations of an experience or event to an object from the experience or event.
		(1)	Respond as pictures or tactile representations are used to share information about an event.

1st Grade

Language Arts

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 1.31</p> <p>Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small and larger groups. [SL.1.1]</p>	<p>LA. ES 1.1</p> <p>Follow one-step oral directives. Example: Move to circle time when directed</p>	(4)	<p>Respond appropriately to oral or visual cues. Example: Respond to oral and visual cues without being personally directed such as move to circle time when the teacher says <i>circle time</i> or move to circle time when circle time is next on the picture schedule</p>
		(3)	<p>Follow one-step oral directives. Example: Move to circle time when directed</p>
		(2)	<p>Follow a one-step oral and gestural directive.</p>
		(1)	<p>Respond to sounds, pictures, or tactile representations during class activity or discussion.</p>
<p>General Education Standard 1.32</p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media. [SL.1.2]</p>	<p>LA. ES 1.2</p> <p>Answer a question about a text read aloud or information presented orally.</p>	(4)	<p>Ask and answer a question about a text read aloud or information presented orally.</p>
		(3)	<p>Answer a question about a text read aloud or information presented orally.</p>
		(2)	<p>Demonstrate listening as text is read aloud or information is presented orally. Example: Maintain occasional eye contact or other on task behavior to demonstrate listening as someone is speaking</p>
		(1)	<p>Demonstrate listening as music is played or a video is shown.</p>
<p>General Education Standard 1.40</p> <p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L.1.5]</p>	<p>LA. ES 1.3</p> <p>Use one-word utterances to make wants known. Examples: Cup, drink, book, more, up</p>	(4)	<p>Use two- or more word utterances (e.g., rudimentary sentences) to express meaning. Examples: More juice, there cup, more walk, you read, coat off, all gone</p>
		(3)	<p>Use one-word utterances to make wants known. Examples: Cup, drink, book, more, up</p>

Course of Study	Extended Standard	Complexity	
		(2)	Imitate familiar words.
		(1)	Vocalize or demonstrate enjoyment. Example: Coo, laugh, smile, or gesture to display enjoyment

2nd Grade

Writing

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 2.25</p> <p>Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. [W.2.2]</p>	<p>W. ES 2.1</p> <p>Make purposeful marks with a pencil, keyboard, or stylus.</p>	(4)	Draw or computer generate a recognizable picture.
		(3)	Make purposeful marks with a pencil, keyboard, or stylus.
		(2)	Draw or scribble; or randomly tap keys on a keyboard.
		(1)	Touch, smell, or manipulate different mediums. Example: Touch, smell, or manipulate modeling clay, pudding, rice, sand, or stress balls
<p>General Education Standard 2.27</p> <p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). [W.2.7]</p>	<p>W. ES 2.2</p> <p>Identify a detail for a shared writing project.</p>	(4)	Identify 2 to 3 details for a shared writing project. Example: Dictate, write, or draw 3 details related to rainfall
		(3)	Identify a detail for a shared writing project.
		(2)	Identify a topic for a shared writing project.
		(1)	Pick a topic from 2 choices for a shared writing project
<p>General Education Standard 2.28</p> <p>Recall information from experiences or gather information from provided sources to answer a question. [W.2.8]</p>	<p>W. ES 2.3</p> <p>Recall information from an experience to answer 2 “wh” question. Example: Answer <i>who</i>, <i>what</i> or <i>where</i> questions about a trip to the zoo</p>	(4)	Sequence three pictures of an experience.
		(3)	Recall information from an experience to answer 2 “wh” questions. Example: Answer <i>who</i> , <i>what</i> or <i>where</i> questions about a trip to the zoo
		(2)	Identify pictures from an experience or event.
		(1)	Participate as pictures are used to share information about an event.

2nd Grade

Language Arts

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 2.29</p> <p>Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups. [SL.2.1]</p>	<p>LA. ES 2.1</p> <p>React appropriately to someone speaking. Example: Look at the person speaking, stay quiet, do not interrupt</p>	(4)	<p>Respond to questions. Example: Answer questions during circle time</p>
		(3)	<p>React appropriately to someone speaking. Example: Look at the person speaking, stay quiet, do not interrupt</p>
		(2)	<p>Give a socially appropriate response when greeted. Example: Say <i>hi</i>; or smile; or shake the person’s hand</p>
		(1)	<p>Respond to name.</p>
<p>General Education Standard 2.31</p> <p>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. [SL.2.3]</p>	<p>LA. ES 2.2</p> <p>Model listening effectively in at least 2 situations. Example: Model listening effectively when teacher is providing instruction, or classmates are talking by modeling looking at the person speaking, staying quiet while the other person is talking, and nodding or gesturing in agreement or disagreement</p>	(4)	<p>Demonstrate listening effectively in a variety of situations or environments. Example: Demonstrate listening effectively in the classroom, school assembly and/or on the bus by concentrating on the person talking, staying quiet while the person is speaking, and commenting on what was said</p>
		(3)	<p>Model listening effectively in at least 2 situations. Example: Model listening effectively when teacher is providing instruction, or classmates are talking by modeling looking at the person speaking, staying quiet while the other person is talking, and nodding or gesturing in agreement or disagreement</p>
		(2)	<p>Model listening effectively during instruction. Example: Look toward the teacher and nod when the teacher is providing instruction</p>
		(1)	<p>Demonstrate awareness during instruction. Example: Eye gaze or touch materials when teacher is providing instruction</p>

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 2.39</p> <p>Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5]</p>	<p>LA. ES 2.3</p> <p>Use two- or more word utterances (e.g., rudimentary sentences) to express meaning.</p> <p>Examples: More juice, there cup, more walk, you read, coat off</p>	(4)	<p>Use multiple word utterances (e.g., telegraphic sentences) to express meaning.</p> <p>Examples: Dog on there, on there more, I want cookie, I am happy/sad, please help me</p>
		(3)	<p>Use two- or more word utterances (e.g., rudimentary sentences) to express meaning.</p> <p>Examples: More juice, there cup, more walk, you read, coat off</p>
		(2)	<p>Use a one-word utterance to make wants or needs known.</p> <p>Examples: Cup, drink, book, more, up</p>
		(1)	<p>Use an utterance or gesture to draw attention.</p>

3rd Grade

Writing

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 3.23</p> <p>Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.3.2]</p>	<p>W. ES 3.1</p> <p>Copy or trace lower-case letters.</p>	(4)	Print or type upper- or lower-case letters.
		(3)	Copy or trace lower-case letters.
		(2)	Copy or trace simple shapes.
		(1)	Distinguish letters from shapes. Example: Eye gaze or touch tactile letters when shown tactile letters and tactile shapes
<p>General Education Standard 3.24</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.3.3]</p>	<p>W. ES 3.2</p> <p>Insert a temporal word into 2-3 sentences read aloud to indicate sequence of events. Example: Insert first, next, or last into phrases or pictures provided for 2-3 sentences read aloud</p>	(4)	Sequence words, phrases or pictures provided to generate a story in logical order. Example: Sequence three phrases or pictures into logical story order
		(3)	Insert a temporal word into 2-3 sentences read aloud to indicate sequence of events. Example: Insert first, next, or last into phrases or pictures provided for 2-3 sentences read aloud
		(2)	Match pictures or phrases from a story. Example: Match the picture from the story of the boy running to the picture from the story of the boy running
		(1)	Participate in matching pictures or phrases from a story.
<p>General Education Standard 3.27</p> <p>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. [W.3.6]</p>	<p>W. ES 3.3</p> <p>Identify computer, mouse and keyboard; or tablet device and on-screen keyboard.</p>	(4)	Identify ways technology (e.g., a computer or tablet device) can be used as a resource. Examples: Typing homework assignments, doing research, using educational applications
		(3)	Identify computer, mouse and keyboard; or tablet device and on-screen keyboard.
		(2)	Match pictures or tactile representations of objects associated with technology. Examples: Match pictures or tactile representations for computer or tablet device, keyboard, mouse, or stylus.
		(1)	Interact with technology.

3rd Grade

Language Arts

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 3.31</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. [SL.3.1]</p>	<p>LA. ES 3.1</p> <p>Share a visual during an activity or discussion. Example: Show a favorite toy during show and tell</p>	(4)	<p>Share a comment during an activity or discussion. Example: Talk about a favorite toy during show and tell</p>
		(3)	<p>Share a visual during an activity or discussion. Example: Show a favorite toy during show and tell</p>
		(2)	<p>Identify pictures or tactile representations that represent components of an activity or discussion. Example: Identify the calendar used during circle time</p>
		(1)	<p>Participate in an activity or discussion.</p>
<p>General Education Standard 3.33</p> <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [SL.3.3]</p>	<p>LA. ES 3.2</p> <p>Answer 1-2 questions about a brief, informal presentation. Example: Answer 2 questions about the teacher's 2-3 minute lesson on social skills</p>	(4)	<p>Answer 2-3 questions about a speaker's presentation (i.e., 10 minute or more presentation). Example: Answer 3 questions about the school assembly</p>
		(3)	<p>Answer 1-2 questions about a brief, informal presentation. Example: Answer 2 questions about the teacher's 2-3 minute lesson on social skills</p>
		(2)	<p>Answer a yes/no question about a brief, informal presentation. Example: Answer yes/no when asked if the social skills lesson was about greeting people</p>
		(1)	<p>Answer a yes/no question about a personal issue or interest. Example: Answer yes or no to a question about whether or not lunch was good</p>
<p>General Education Standard 3.41</p>	<p>LA. ES 3.3</p>	(4)	<p>Use simple sentences of at least 4 words to express meaning. Examples: She has a new ball, I like to eat fish, the dog is barking</p>

Course of Study	Extended Standard	Complexity	
Demonstrate understanding of word relationships and nuances in word meanings. [L.3.5]	Use multiple word utterances (e.g., telegraphic sentences) to express meaning. Examples: Dog on there, on there more, I want cookie, I am happy/sad, please help me	(3)	Use multiple word utterances (e.g., telegraphic sentences) to express meaning. Examples: Dog on there, on there more, I want cookie, I am happy/sad, please help me
		(2)	Use a word or symbol to describe a personal situation or circumstance. Examples: Tired, hungry, hot, cold
		(1)	Use an utterance or gesture to request or respond to something. Example: Use an utterance or gesture to draw attention to wants or needs

4th Grade

Writing

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 4.23</p> <p>Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.4.2]</p>	<p>W. ES 4.1</p> <p>Print or type first name using upper or lower case letters. Example: Print or type JOHN, john, or JOhn</p>	(4)	Print or type first name using upper and lower-case letters. Example: Print or type John
		(3)	Print or type first name using upper or lower case letters. Example: Print or type JOHN, john, or JOhn
		(2)	Copy or trace first name
		(1)	Recognize first name spoken aloud.
<p>General Education Standard 4.24</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.4.3]</p>	<p>W. ES 4.2</p> <p>Dictate words to generate a story with 2-3 sentences. Example: Dictate 2-3 sentences about a weekend trip to a movie</p>	(4)	Dictate or write words or phrases to generate a story with 4-5 sentences in logical order. Example: Dictate or write 4-5 sentences in logical order about going to the store to buy a birthday present
		(3)	Dictate words to generate a story with 2-3 sentences. Example: Dictate 2-3 sentences about a weekend trip to a movie
		(2)	Choose phrases or illustrations to create a story.
		(1)	Participate in choosing phrases or illustrations to create a story.
<p>General Education Standard 4.27</p> <p>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 one page in a single sitting.</p>	<p>W. ES 4.3</p> <p>Use a computer or tablet device purposefully. Examples: Use a mouse, adaptive input device or keyboard to play an educational game or complete a task; Use a stylus to purposefully use an iPad.</p>	(4)	Demonstrate using the Internet as a resource for a completing task. Examples: Look up a topic; Look up definitions; Search for a business phone number or address
		(3)	Use a computer or tablet device purposefully. Examples: Use a mouse, adaptive input device or keyboard to play an educational game or complete a task; Use a stylus to purposefully use an iPad

Course of Study	Extended Standard	Complexity	
[W.4.6]		(2)	Use a computer or tablet device randomly. Examples: Use the mouse or adaptive input device to randomly click on icons or choices on the computer; Randomly click on apps or choices on a tablet device
		(1)	Identify a technology device. Example: Eye gaze or touch a computer or tablet device when shown a computer or tablet device and something else

4th Grade

Language Arts

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 4.32</p> <p>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. [SL.4.1]</p>	<p>LA. ES 4.1</p> <p>Demonstrate 2-3 rules of speaking and listening. Example: Demonstrate making eye contact, allowing one person to speak at a time, and responding to others' contributions</p>	(4)	<p>Identify 2-3 rules of speaking and listening. Example: Identify making eye contact, one person speaks at a time, and responding to others' contributions as rules for speaking and listening</p>
		(3)	<p>Demonstrate 2-3 rules of speaking and listening. Example: Demonstrate making eye contact, allowing one person to speak at a time, and responding to others' contributions</p>
		(2)	<p>Demonstrate making eye contact when someone is talking.</p>
		(1)	<p>Respond when someone is talking.</p>
<p>General Education Standard 4.34</p> <p>Identify the reasons and evidence a speaker provides to support particular points. [SL.4.3]</p>	<p>LA. ES 4.2</p> <p>Ask a question about a brief, informal presentation. Example: Ask 1 question about the teacher's 2-3 minute lesson on a science concept</p>	(4)	<p>Ask 2-3 questions about a speaker's presentation (i.e., 10 minute or more presentation). Example: Ask 2-3 questions about the career day presentation</p>
		(3)	<p>Ask a question about a brief, informal presentation. Example: Ask 1 question about the teacher's 2-3 minute lesson on a science concept</p>
		(2)	<p>Answer a question related to a detail in a brief, informal presentation. Example: Point to the picture of the car when asked how people move from one place to another in the community after a lesson on transportation</p>
		(1)	<p>Identify a picture or tactile representation used during instruction. Example: Eye gaze or touch the solar system model after a lesson about the solar system when shown a solar system and something else</p>

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 4.38</p> <p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.4.1]</p>	<p>LA. ES 4.3</p> <p>Form regular plural nouns. Example: Student is shown a picture of one rug. Teacher asks what it would be called if there were two and the student replies rugs</p>	(4)	<p>Form irregular plural nouns. Example: Student is shown a picture of one tooth. Teacher asks what it would be called if there were more than one and the student replies teeth</p>
		(3)	<p>Form regular plural nouns. Example: Student is shown a picture of one rug. Teacher asks what it would be called if there were two and the student replies rugs</p>
		(2)	<p>Classify pictures or tactile representations as <i>one</i> or <i>more than one</i>. Examples: Answer “one” or “more than one” when shown items or pictures containing one or more than one; Eye gaze the “one” pile or the “more than one” pile to indicate where pictures of one or more than one should be placed</p>
		(1)	<p>Request one item or a group of items using symbol, gesture, or vocalization.</p>

5th Grade

Writing

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 5.23</p> <p>Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.5.2]</p>	<p>W. ES 5.1</p> <p>Print or type first and last name in upper- or lower-case letters. Example: Print or type SALLY BROWN, sally brown, or Sally Brown</p>	(4)	Write first name, last name, or both first and last name in cursive.
		(3)	Print or type first and last name in upper- or lower-case letters. Example: Print or type SALLY BROWN, sally brown, or Sally Brown
		(2)	Copy or trace first and last name.
		(1)	Recognize first name in print or tactile representation for name. Example: Eye gaze or touch name when shown two names
<p>General Education Standard 5.25</p> <p>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 22-24 above). [W.5.4]</p>	<p>W. ES 5.2</p> <p>Select words, phrases or pictures to indicate the steps needed to carry out a task. Example: Identify the steps for making a peanut butter and jelly sandwich from choices provided</p>	(4)	Dictate or write steps needed to carry out a task. Example: Dictate the steps for wiping of the table
		(3)	Select words, phrases or pictures to indicate the steps needed to carry out a task. Example: Identify the steps for making a peanut butter and jelly sandwich from choices provided
		(2)	Identify the logical first step needed to carry out a task.
		(1)	Participate in carrying out a task.
<p>General Education Standard 5.27</p> <p>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. [W.5.6]</p>	<p>W. ES 5.3</p> <p>Use a computer to complete a simple writing task. Example: Type words from a list to take home and study for a spelling test</p>	(4)	Use a computer to initiate and complete a simple writing task. Example: Open a word processing program and type words from a list to take home and study for a spelling test
		(3)	Use a computer to complete a simple writing task. Example: Type words from a list to take home and study for a spelling test
		(2)	Use a computer or tablet device to complete an educational activity. Examples: Play an educational game on a computer; Use an educational application on a tablet device

Course of Study	Extended Standard	Complexity	
		(1)	Complete an entertaining activity on a computer or tablet device. Example: Listen to an online story on a tablet device

5th Grade

Language Arts

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 5.32</p> <p>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. [SL.5.1]</p>	<p>LA. ES 5.1</p> <p>Ask for or give help. Examples: Ask for help putting away the papers; Tell someone how to work a new toy</p>	(4)	<p>Negotiate a position during a conversation. Examples: Try to convince a friend to stop walking and play ball instead; Persuade a classmate to take turns with the puppets</p>
		(3)	<p>Ask for or give help. Examples: Ask for help putting away the papers; tell someone how to work a new toy</p>
		(2)	<p>Imitate responding to others with logic in a difficult situation. Example: Imitate responding to name calling with rational comments rather than with an outburst as the teacher demonstrates</p>
		(1)	<p>Attend to role play conversations.</p>
<p>General Education Standard 5.34</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. [SL.5.3]</p>	<p>LA. ES 5.2</p> <p>Identify a point a speaker makes during a brief, informal presentation. Example: Identify a point made during the teacher's 2-3 minute lesson on transportation</p>	(4)	<p>Identify 2-3 points a speaker makes during a presentation (i.e., 10 minute or more presentation). Example: Identify 2 points made during the school resource officer's presentation</p>
		(3)	<p>Identify a point a speaker makes during a brief, informal presentation. Example: Identify a point made during the teacher's 2-3 minute lesson on transportation</p>
		(2)	<p>Ask a question about a brief, informal presentation.</p>
		(1)	<p>Identify the topic of a brief, informal presentation. Example: Identify the picture or tactile representation for a social greeting after the presentation about appropriate social greetings</p>

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 5.38</p> <p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.5.1]</p>	<p>LA. ES 5.3</p> <p>Use independent clauses to express a complete thought. Examples: The doorbell rang; or the turkey is hot and juicy</p>	(4)	<p>Use compound sentences (i.e., sentences with two independent clauses joined by a coordinating conjunction). Examples: It was cold today so I wore a jacket; I went swimming and my sister sat in the chair</p>
		(3)	<p>Use independent clauses to express a complete thought. Examples: The doorbell rang; The turkey is hot and juicy</p>
		(2)	<p>Use a two- or more word negative phrase. Examples: Not go, not right, no want, no thank you</p>
		(1)	<p>Use a picture, symbol, gesture, or vocalization to identify current status. Examples: Want more, no more, full; Happy, sad</p>

6th Grade

Writing

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 6.22</p> <p>Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.6.2]</p>	<p>W. ES 6.1</p> <p>Write or type specified letters.</p>	(4)	Write or type specified upper- and lower-case letters, correctly spacing written letters within lines.
		(3)	Write or type specified letters.
		(2)	Match letters. Example: match the letter “m” to the letter “m”
		(1)	Distinguish a letter from a picture or tactile representation of an object. Example: Distinguish a tactile letter d from a spoon
<p>General Education Standard 6.23</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.6.3]</p>	<p>W. ES 6.2</p> <p>Develop a sequence of events using written or illustrated steps provided. Example: Develop a personal schedule, task list, or directions for completing a task using written or illustrated steps provided</p>	(4)	Write or type a sequence of events. Example: Develop a personal schedule, task list, or directions for completing a task
		(3)	Develop a sequence of events using written or illustrated steps provided. Example: Develop a personal schedule, task list, or directions for completing a task using written or illustrated steps provided
		(2)	Identify a sequence of events. Example: Identify personal schedule, class schedule, task list, or specific directions when asked.
		(1)	Participate in following a sequence of events. Example: Participate in a class cooking project; or participate in a class daily living skills lesson such as washing clothes
<p>General Education Standard 6.28</p>	<p>W. ES 6.3</p>	(4)	Locate information in a print source. Example: Locate a recipe for apple pie in a cooking magazine

Course of Study	Extended Standard	Complexity	
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. [W.6.8]	Identify a source of print information. Example: Identify cookbook when asked where you can find recipes	(3)	Identify a source of print information. Example: Identify cookbook when asked where you can find recipes
		(2)	Match print materials. Example: Match a cookbook to a cookbook; Match a sports magazine to a sports magazine
		(1)	Identify a print material. Example: Eye gaze or touch the cookbook when shown a cookbook and something else

6th Grade

Language Arts

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 6.31</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. [SL.6.1]</p>	<p>LA. ES 6.1</p> <p>Identify a person, place, thing, or event from a personal experience and state one fact about the person, place, thing, or event in a one-on-one conversation.</p>	(4)	Describe a person, place, thing, or event from a personal experience in a one-on-one conversation.
		(3)	Identify a person, place, thing, or event from a personal experience and state one fact about the person, place, thing, or event in a one-on-one conversation.
		(2)	Match a picture or tactile representation for a person, place, thing, or event from a personal experience. Example: Match a picture of a basketball game attended to a like picture of a basketball game attended
		(1)	Participate in an activity to create a personal experience. Examples: Participate in a cooking or art project; or Participate in a community-based outing
<p>General Education Standard 6.36</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards 37 and 39 for specific expectations). [SL.6.6]</p>	<p>LA. ES 6.2</p> <p>Make 2-3 informative statements about a current event or issue. Example: Make 2 statements about a local news event using notes</p>	(4)	Give a 3-5 minute informative speech. Examples: Make eye contact, make a clear statement on topic and objective, demonstrate knowledge by providing detail, and use notes appropriately as needed to inform about homelessness
		(3)	Make 2-3 informative statements about a current event or issue. Example: Make 2 statements about a local news event using notes
		(2)	Make an informative statement about a personal interest or experience. Example Report what you ate for lunch or who won the football game Friday night

Course of Study	Extended Standard	Complexity	
		(1)	Identify a picture or tactile representation from an informative speech. Example: Eye gaze or touch the weather report when the teacher asks did we talk about the weather or did we talk about sports
<p>General Education Standard 6.37</p> <p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.6.1]</p>	<p>LA. ES 6.3</p> <p>Describe pictures or tactile representations with adjectives. Examples: Use words such as black cat, red ball, dark street, many marbles, large elephant, and grey elephant to describe pictures or tactile representations</p>	(4)	Describe animations or real life actions with adverbs. Examples: Use words such as singing loudly, running quickly, or driving carefully to describe animations or real life actions
		(3)	Describe pictures or tactile representations with adjectives. Examples: Use words such as black cat, red ball, dark street, many marbles, large elephant, and grey elephant to describe pictures or tactile representations
		(2)	Identify a person, place, and thing in pictures or tactile representations.
		(1)	Identify a person, place, or thing in a picture or tactile representation. Example: Eye gaze or touch a picture or tactile representation of an apple

7th Grade

Writing

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 7.21</p> <p>Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.7.2]</p>	<p>W. ES 7.1</p> <p>Write or type simple words using inventive spelling.</p>	(4)	Write or type simple words spelled correctly.
		(3)	Write or type simple words using inventive spelling.
		(2)	Copy, trace or type a given word.
		(1)	Distinguish a word from an object. Example: Eye gaze or touch the word when shown a word and a pencil
<p>General Education Standard 7.22</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.7.3]</p>	<p>W. ES 7.2</p> <p>Dictate information from a personal experience. Example: Dictate information from an afterschool activity to complete a graphic organizer for the individuals involved and settings/locations</p>	(4)	Record information from a personal experience. Example: Recall information from an afterschool activity to complete a graphic organizer for the individuals involved and settings/locations
		(3)	Dictate information from a personal experience. Example: Dictate information from an afterschool activity to complete a graphic organizer for the individuals involved and settings/locations
		(2)	Identify a personal experience. Example: Identify a personal activity from the past or present.
		(1)	Participate in a personal experience or event.
<p>General Education Standard 7.27</p> <p>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</p>	<p>W. ES 7.3</p> <p>Identify a search term for a selected topic. Example: Identify lion as a search term for a class project about zoo animals</p>	(4)	Locate information in a digital source using search terms. Example: Locate information about lions on the Internet for a class project about zoo animals
		(3)	Identify a search term for a selected topic. Example: Identify lion as a search term for a class project about zoo animals

Course of Study	Extended Standard	Complexity	
conclusions of others while avoiding plagiarism and following a standard format for citation. [W.7.8]		(2)	Match pictures or tactile representations for terms related to a selected topic. Example: Match a plastic lion to a plastic lion for a class project about zoo animals
		(1)	Identify a picture or tactile representation for terms related to a selected topic. Example: Eye gaze or touch a picture or tactile representation for lion for a class project about zoo animals when shown a lion and something else

7th Grade

Language Arts

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 7.30</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. [SL.7.1]</p>	<p>LA. ES 7.1</p> <p>Sustain one exchange or turn in a collaborative discussion with peers and an adult in a small group.</p>	(4)	Sustain three or more exchanges or turns in a collaborative discussion with peers and an adult in a small group.
		(3)	Sustain one exchange or turn in a collaborative discussion with peers and an adult in a small group.
		(2)	Speak clearly and understandably using personal communication modality. Example: Speak clearly and understandably using voice, sign language, or augmentative/alternative communication device
		(1)	Respond during a one-on-one conversation.
<p>General Education Standard 7.35</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 36 and 38 for specific expectations). [SL.7.6]</p>	<p>LA. ES 7.2</p> <p>Make 2-3 persuasive statements. Examples: Make 2 statements in order to convince the teacher you should go outside; Make 3 statements to convince a friend which game to play</p>	(4)	Give a 3-5 minute persuasive speech. Example: Make eye contact, use clear, thoughtful language, make persuasive statements, and use a professional tone and volume to persuade that superman is the best super hero
		(3)	Make 2-3 persuasive statements. Examples: Make 2 statements in order to convince the teacher you should go outside; Make 3 statements to convince a friend which game to play
		(2)	Imitate an appropriate response to a persuasive situation. Example: Imitate refusing to get in the car with a stranger
		(1)	Identify a picture or tactile representation from persuasive advertising. Example: Eye gaze or touch the Pepsi advertisement when the teacher asks which one of these is trying to get us to buy a soda

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 7.41</p> <p>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. [L.7.6]</p>	<p>LA. ES 7.3</p> <p>Identify picture or tactile representation for key content area vocabulary. Examples: Point to the addition sign when teacher says add; Point to the microscope when teacher says an object for viewing very small objects</p>	(4)	<p>Define key vocabulary related to a content area (e.g., mathematics, science, or social studies). Examples: Define social studies key vocabulary such as budget, housing, transportation, medical expenses, insurance</p>
		(3)	<p>Identify picture or tactile representation for key content area vocabulary. Examples: Point to the addition sign when teacher says add; Point to the microscope when teacher says an object for viewing very small objects</p>
		(2)	<p>Match pictures or tactile representation for key content area vocabulary. Examples: Match microscope to microscope; Match picture of addition sign to picture of addition sign</p>
		(1)	<p>Identify a picture or tactile representation for a key content area vocabulary word. Example: Eye gaze or touch a picture or tactile representation of a microscope when shown a microscope and something else</p>

8th Grade

Writing

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 8.21</p> <p>Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.8.2]</p>	<p>W. ES 8.1</p> <p>Write or type a list of nouns and a list of verbs. Example: List boy, girl, and zoo when asked to identify nouns, and list run, play, and hide when asked to identify verbs</p>	(4)	Write or type nouns, pronouns, and verbs.
		(3)	Write or type a list of nouns and a list of verbs. Example: List boy, girl, and zoo when asked to identify nouns, and list run, play, and hide when asked to identify verbs
		(2)	Match nouns and verbs. Examples: Match a picture or tactile representation of a boy to a picture or tactile representation of a boy; Match a picture of a dog running to a picture of a dog running
		(1)	Distinguish specific people or things. Example: Eye gaze a picture (or touch a tactile representation) of mommy
<p>General Education Standard 8.22</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3]</p>	<p>W. ES 8.2</p> <p>Dictate or illustrate 2-3 details about a character for a real or imagined story being created.</p>	(4)	Write or type 2-3 details about a character for a real or imagined story being created.
		(3)	Dictate or illustrate 2-3 details about a character for a real or imagined story being created.
		(2)	Identify a detail from an illustration of a character in a story written by a classmate or the teacher. Example: Identify that Joshua is wearing a blue shirt
		(1)	Participate in illustrating 2-3 details about a character for a real or imagined story.
<p>General Education Standard 8.27</p> <p>Gather relevant information from multiple print and</p>	<p>W. ES 8.3</p> <p>Use provided relevant information for a selected topic to complete a graphic</p>	(4)	Identify relevant information from a print or digital source and write or type identified information on a graphic organizer.

Course of Study	Extended Standard	Complexity	
<p>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. [W.8.8]</p>	<p>organizer. Example: Paste provided relevant information about the Fourth of July in a graphic organizer</p>	(3)	<p>Use provided relevant information for a selected topic to complete a graphic organizer. Example: Paste provided relevant information about the Fourth of July in a graphic organizer</p>
		(2)	<p>Match pictures or tactile representations to a graphic organizer prepared with pictures or tactile representations. Example: Match pictures of food items to a pictorial graphic organizer with pictures of food items for the four food groups</p>
		(1)	<p>Participate in matching pictures or tactile representations to a graphic organizer prepared with pictures or tactile representations.</p>

8th Grade

Language Arts

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 8.30</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. [SL.8.1]</p>	<p>LA. ES 8.1</p> <p>Sustain two or more exchanges or turns during a one-on-one discussion on a topic of choice. Example: Contribute two or more comments to a one-on-one discussion with the teacher about an afterschool activity the day before</p>	(4)	<p>Initiate and sustain four or more exchanges or turns during a one-on-one discussion on a topic of choice. Example: Initiate a conversation and contribute four or more comments to the one-on-one discussion</p>
		(3)	<p>Sustain two or more exchanges or turns during a one-on-one discussion on a topic of choice. Example: Contribute two or more comments to a one-on-one discussion with the teacher about an afterschool activity the day before</p>
		(2)	<p>Make a response that contributes to the topic under discussion.</p>
		(1)	<p>Participate in selecting a topic for discussion.</p>
<p>General Education Standard 8.35</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations). [SL.8.6]</p>	<p>LA. ES 8.2</p> <p>Make 2-3 inspirational or entertaining statements. Example: Make 2 inspiring statements about the upcoming special Olympics; Tell a joke</p>	(4)	<p>Give a 3-5 minute inspirational or entertaining speech. Example: Make eye contact, get the audience involved immediately, include humorous and entertaining content (entertaining) or inspirational and motivational content (inspirational)</p>
		(3)	<p>Make 2-3 inspirational or entertaining statements. Examples: Make 2 inspiring statements about the upcoming special Olympics; Tell a joke</p>
		(2)	<p>Make an inspirational or entertaining statement. Example: Give a word of encouragement to a friend or make a funny statement</p>

Course of Study	Extended Standard	Complexity	
		(1)	Identify a picture or tactile representation of an inspirational or entertaining figure. Example: Eye gaze or touch a picture of a famous athlete or popular actor
<p>General Education Standard 8.41</p> <p>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. [L.8.6]</p>	<p>LA. ES 8.3</p> <p>State two or more steps related to a content area problem or issue using key vocabulary for mathematics, science, or social studies.</p> <p>Examples: Identify the steps for adding two numbers on a calculator; Identify steps in a science experiment related to physical change</p>	(4)	Explain two or more steps related to a content area equation or issue using key vocabulary for mathematics, science, or social studies. Examples: Explain how to solve an addition with regrouping problem; Explain what happened during a science experiment related to chemical and physical changes
		(3)	State two or more steps related to a content area problem or issue using key vocabulary for mathematics, science, or social studies. Examples: Identify the steps for adding two numbers on a calculator; Identify steps in a science experiment related to physical change
		(2)	Identify the academic or domain area for the content area problem or issue. Example: Announce that the physical change experiment relates to Science; Identify adding with a calculator relates to Mathematics
		(1)	Identify a picture or tactile representation for the content area problem or issue. Example: Eye gaze or touch the calculator for a mathematics project.

9th Grade

Writing

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 9.21</p> <p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]</p>	<p>W. ES 9.1</p> <p>Write or type simple a sentence with a noun and verb.</p>	(4)	Write or type a sentence with nouns or pronouns, and verbs.
		(3)	Write or type simple a sentence with a noun and verb.
		(2)	Dictate a sentence with a noun and verb. Examples: Dictate a sentence using Picture symbols, AAC devices, voice, sign, or gesture
		(1)	Distinguish people and things. Example: Identify the picture or tactile representation of a person when asked which one is a person.
<p>General Education Standard 9.22</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]</p>	<p>W. ES 9.2</p> <p>Dictate or illustrate 2-3 details about the setting for a real or imagined story being created.</p>	(4)	Write or type 2-3 sentences about the setting for a real or imagined story being created.
		(3)	Dictate or illustrate 2-3 details about the setting for a real or imagined story being created.
		(2)	Identify a detail from an illustration of a setting in a story written by a classmate or the teacher. Example: Identify that the kids are at the 'mall' in the picture
		(1)	Identify a picture or tactile representation of a setting in a story written by a classmate or the teacher. Example: Eye gaze or touch the picture of the kids at the mall from a social story written by the teacher
<p>General Education Standard 9.27</p> <p>Gather relevant information from multiple authoritative print and digital sources,</p>	<p>W. ES 9.3</p> <p>Dictate a summary of relevant information from 2 or more print or digital sources for a selected topic.</p>	(4)	Write or type a summary of relevant information from 2 or more print or digital sources for a selected topic. Example: Paraphrase in writing 2 articles about zoo animals

Course of Study	Extended Standard	Complexity	
using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]	Example: Describe the articles about zoo animals	(3)	Dictate a summary of relevant information from 2 or more print or digital sources for a selected topic. Example: Describe the articles about zoo animals
		(2)	Identify a topic for gathering information from print or digital sources. Example: Identify Independence Day/Fourth of July as a topic of interest
		(1)	Identify a picture or tactile representation from a print or digital source. Example: Eye gaze or touch the picture of Fourth of July fireworks

9th Grade

Language Arts

*TS = Alabama Transition Standards, (2011). Alabama State Department of Education.

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 9.30</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 9 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]</p>	<p>LA. ES 9.1</p> <p>Sustain two or more exchanges or turns during a one-on-one or small group discussion about a community issue, law, or the consequences of disobeying rules or laws. Example: Contribute two or more comments to a discussion about the power being out because of the hurricane that just occurred [*TS.DL9.1.A]</p>	(4)	<p>Initiate and sustain five or more exchanges or turns during a one-on-one or small group discussion about a community issue, law, or the consequences of disobeying rules or laws. Example: Initiate a conversation about stealing and contribute five or more comments to the discussion [*TS.DL9.1.A]</p>
		(3)	<p>Sustain two or more exchanges or turns during a one-on-one or small group discussion about a community issue, law, or the consequences of disobeying rules or laws. Example: Contribute two or more comments to a discussion about the power being out because of the hurricane that just occurred [*TS.DL9.1.A]</p>
		(2)	<p>Identify the community issue or law being discussed after the dialogue occurs. [*TS.DL9.1.A]</p>
		(1)	<p>Choose a community issue or law to discuss. [*TS.DL9.1.A]</p>
<p>General Education Standard 9.33</p> <p>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,</p>	<p>LA. ES 9.2</p> <p>Add words to a poster, or to slides in a teacher initiated slide presentation.</p>	(4)	<p>Create a poster or slide presentation that includes text. Example: Open a new PowerPoint, select a design, insert slides, add text to each slide; Add text to a poster</p>
		(3)	<p>Add words to a poster, or to slides in a teacher initiated slide presentation.</p>
		(2)	<p>Match poster or slide text. Example: Match text to same text</p>

Course of Study	Extended Standard	Complexity	
audience, and task. [SL.9-10.4]		(1)	Participate in matching poster or slide text.
General Education Standard 9.35 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 9 Language standards 36 and 38 for specific expectations.) [SL.9-10.6]	LA. ES 9.3 Demonstrate phone skills including answering, identifying self, and responding to caller’s dialogue. [*TS.PS9.2.B]	(4)	Demonstrate phone skills including answering, identifying self, responding to caller’s dialogue, and taking a written message. [*TS.PS9.2.B]
		(3)	Demonstrate phone skills including answering, identifying self, and responding to caller’s dialogue. [*TS.PS9.2.B]
		(2)	Demonstrate phone skills including answering and passing the phone to person requested. [*TS.PS9.2.B]
		(1)	Acknowledge the phone ringing. [*TS.PS9.2.B]

10th Grade

Writing

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 10.22</p> <p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]</p>	<p>W. ES 10.1</p> <p>Write or type simple a sentence with a noun and verb.</p>	(4)	Write or type a sentence with nouns or pronouns, and verbs.
		(3)	Write or type simple a sentence with a noun and verb.
		(2)	Dictate a sentence with a noun and verb. Examples: Dictate a sentence using Picture symbols, AAC devices, voice, sign, or gesture.
		(1)	Distinguish a specific person or thing. Example: Identify the picture or tactile representation of a specific relative when asked which one is the person; eye gaze or touch the picture or tactile representation of a blanket when asked which one is the blanket
<p>General Education Standard 10.23</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]</p>	<p>W. ES 10.2</p> <p>Dictate or illustrate a real or imagined story, including 2-3 details about a character and 2-3 details about the setting.</p>	(4)	Write or type a real or imagined story, including 2-3 details about a character and 2-3 details about the setting.
		(3)	Dictate or illustrate a real or imagined story, including 2-3 details about a character and 2-3 details about the setting.
		(2)	Identify a detail about a character and a detail about the setting from an illustration in a story written by a classmate or the teacher.
		(1)	Identify a picture or tactile representation from an experience or event. Example: Eye gaze or touch the picture of classmates eating lunch
<p>General Education Standard 10.24</p>	<p>W. ES 10.3</p>	(4)	Write or type a letter, address the envelope, and attach a postage stamp.

Course of Study	Extended Standard	Complexity	
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 21-23 above). [W.9-10.4]	Address an envelope with information provided and attach a postage stamp. Examples: Complete an envelope when provided the recipient address and return address and attach postage stamp in correct location; complete an envelope when provided the recipient address and a return address label and attach postage stamp in correct location	(3)	Address an envelope with information provided and attach a postage stamp. Examples: Complete an envelope when provided the recipient address and return address and attach postage stamp in correct location; complete an envelope when provided the recipient address and a return address label and attach postage stamp in correct location
		(2)	Match envelope, return address label, and postage stamp. Example: Match an envelope to an envelope, match a postage stamp to a postage stamp
		(1)	Participate in matching envelope, return address label, and postage stamp.

10th Grade

Language Arts

*TS = Alabama Transition Standards, (2011). Alabama State Department of Education.

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 10.31</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]</p>	<p>LA. ES 10.1</p> <p>Discuss a preference related to transition.</p> <p>Example: Discuss why bowling is a favorite leisure recreation activity</p> <p>[*TS.PS10.3.A)</p>	(4)	<p>Describe 2 or more options for post school.</p> <p>Example: Identify two options for employment after high school; Identify work or work training as plausible post school options.</p> <p>[*TS.PS10.3.A]</p>
		(3)	<p>Discuss a preference related to transition.</p> <p>Example: Discuss why bowling is a favorite leisure recreation activity</p> <p>[*TS.PS10.3.A)</p>
		(2)	<p>Identify a preference related to a daily activity.</p> <p>Example: Identify favorite thing to eat for breakfast</p> <p>[*TS.PS10.3.A)</p>
		(1)	<p>Indicate a preference.</p> <p>Example: Indicate when something is liked in relation to personal activities</p> <p>[*TS.PS10.3.A)</p>
<p>General Education Standard 10.34</p> <p>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. [SL.9-10.4]</p>	<p>LA. ES 10.2</p> <p>Add a graphic to a poster, or to slides in a teacher initiated slide presentation.</p>	(4)	<p>Create a poster or slide presentation that includes text and graphics.</p> <p>Example: Open a new PowerPoint, select a design, insert slides, add text and/or graphics to each slide; Add text and graphics to a poster</p>
		(3)	<p>Add a graphic to a poster, or to slides in a teacher initiated slide presentation.</p>
		(2)	<p>Match poster or slide graphic.</p> <p>Example: Match graphic to same graphic</p>
		(1)	<p>Participate in matching poster or slide graphic.</p>
<p>General Education Standard 10.36</p>	<p>LA. ES 10.3</p>	(4)	<p>Demonstrate assertive communication.</p> <p>[*TS.PS10.2.B]</p>

Course of Study	Extended Standard	Complexity	
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 10 Language standards 37 and 39 for specific expectations.) [SL.9-10.6]	Distinguish assertive and aggressive communication. [*TS.PS10.2.B]	(3)	Distinguish assertive and aggressive communication. [*TS.PS10.2.B]
		(2)	Make an assertive comment related to a Transition preference or interest. [*TS.PS10.2.B]
		(1)	Make an assertive gesture related to a preference or interest. Example: Indicate strongly in favor of or against a preference or interest. [*TS.PS10.2.B]

11th Grade

Writing

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 11.20</p> <p>Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]</p>	<p>W. ES 11.1</p> <p>Write or type sentences with appropriate beginning capitalization and end punctuation.</p>	(4)	Write or type 3 related sentences with appropriate capitalization and punctuation.
		(3)	Write or type sentences with appropriate beginning capitalization and end punctuation.
		(2)	Identify punctuation at the end of a sentence.
		(1)	Identify a question mark or exclamation point.
<p>General Education Standard 11.21</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]</p>	<p>W. ES 11.2</p> <p>Describe a real experience or event with dictated phrases or 2-3 illustrations. Example: Describe classmates eating lunch with phrases or pictures</p>	(4)	Write or type phrases to describe a real experience or event.
		(3)	Describe a real experience or event with dictated phrases or 2-3 illustrations. Example: Describe classmates eating lunch with phrases or pictures
		(2)	Match pictures or tactile representations of real experiences or events. Example: Match a picture or tactile representation (e.g., menu, grocery receipt, food label or canned good) from a community-based experience to same picture or tactile representation
<p>General Education Standard 11.22</p>	<p>W. ES 11.3</p>	(4)	Write or type a list of items needed. Example: Complete a grocery list for a class cooking project

Course of Study	Extended Standard	Complexity	
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 19-21 above). [W.11-12.4]	Dictate a list of items needed. Example: Dictate a list of items needed for a community-based trip to the park such as sunscreen, bug spray, and hat	(3)	Dictate a list of items needed. Example: Dictate a list of items needed for a community-based trip to the park such as sunscreen, bug spray, and hat
		(2)	Match items to a picture list of items. Example: Match the hamburger buns to picture on the list of hamburger buns
		(1)	Participate in matching items to a picture list of items.

11th Grade

Language Arts

*TS = Alabama Transition Standards, (2011). Alabama State Department of Education.

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 11.29</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 11 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1]</p>	<p>LA. ES 11.1</p> <p>State level of progress on a goal for transition in a small group discussion. Example: Tell the IEP Team (or mock IEP Team) some progress has been made on goal to cook 5 things independently [*TS.PS11.2.A]</p>	(4)	<p>Describe level of progress on a goal for transition in a small group discussion. Example: Tell the IEP Team (or mock IEP Team) can now cook cheese toast, heat soup, and scramble eggs in relation to goal to cook 5 things independently [*TS.PS11.2.A]</p>
		(3)	<p>State level of progress on a goal for transition in a small group discussion. Example: Tell the IEP Team (or mock IEP Team) some progress has been made on goal to cook 5 things independently [*TS.PS11.2.A]</p>
		(2)	<p>Identify an area of interest for a transition goal. Example: Identify an area of interest when asked what skills need to be worked on for living in a home, accessing the community, or having a job [*TS.PS11.2.A]</p>
		(1)	<p>Choose a short term goal. [*TS.PS11.2.A]</p>
<p>General Education Standard 11.32</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose,</p>	<p>LA. ES 11.2</p> <p>Add a title to a poster, or to slides in a teacher initiated slide presentation.</p>	(4)	<p>Create a poster or slide presentation that includes a title, slide or section titles, text, and graphics. Example: Open a new PowerPoint, select a design, insert a title slide, insert slides, add title and text and/or graphics to each slide; Add a title, section titles, text, and graphics to a poster</p>
		(3)	<p>Add a title to a poster, or to slides in a teacher initiated slide presentation.</p>

Course of Study	Extended Standard	Complexity	
audience, and a range of formal and informal tasks. [SL.11-12.4]		(2)	Match poster or slide title. Example: Match title with same title
		(1)	Participate in matching poster or slide title.
General Education Standard 11.34 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 11 Language standards 35 and 37 for specific expectations.) [SL.11-12.6]	LA. ES 11.3 Demonstrate eye contact, proper tone, remaining on topic, and appropriate body language in a mock interview with a known interviewer. [*TS.PS11.2.B]	(4)	Demonstrate eye contact, clear enunciation, proper tone, remaining on topic, and appropriate body language in a mock interview with an unknown interviewer. [*TS.PS11.2.B]
		(3)	Demonstrate eye contact, proper tone, remaining on topic, and appropriate body language in a mock interview with a known interviewer. [*TS.PS11.2.B]
		(2)	Demonstrate eye contact and appropriate body language in a mock interview with a known interviewer. [*TS.PS11.2.B]
		(1)	Demonstrate eye contact or appropriate body language with a known interviewer. [*TS.PS11.2.B]

12th Grade

Writing

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 12.19</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]</p>	<p>W. ES 12.1</p> <p>Write or type a sentence to convey an opinion. Example: Type the sentence “I like working there”</p>	(4)	<p>Write or type to convey an opinion clearly, including facts and details, with appropriate capitalization and punctuation. Example: Write four sentences indicating why would rather work in grocery store than in fast food restaurant</p>
		(3)	<p>Write or type a sentence to convey an opinion. Example: Type an opinion sentence such as “I like working there”</p>
		(2)	<p>Indicate an opinion. Example: Answer with opinion when asked if would rather go bowling or swimming</p>
		(1)	<p>Demonstrate a preference. Example: Identify preference when presented with an apple and an orange</p>
<p>General Education Standard 12.21</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]</p>	<p>W. ES 12.2</p> <p>Dictate a real experience or event using 2 paragraphs with at least 3 sentences each, or a series of at least 3 illustrations. Examples: Dictate 2 paragraphs with at least 3 sentences each to describe a job shadow or work training experience; Create a series of at least 3 illustrations that highlight a trip to the grocery store</p>	(4)	<p>Write or type 2 paragraphs with at least 3 sentences each to describe a real experience or event. Example: Dictate 2 paragraphs to describe a job shadow or work training experience</p>
		(3)	<p>Dictate a real experience or event using 2 paragraphs with at least 3 sentences each, or a series of at least 3 illustrations. Examples: Dictate 2 paragraphs with at least 3 sentences each to describe a job shadow or work training experience; Create a series of at least 3 illustrations that highlight a trip to the grocery store</p>
		(2)	<p>Identify a detail from a real experience or event. Example: Identify a detail from a community-based experience</p>

Course of Study	Extended Standard	Complexity	
		(1)	Respond to a yes/no question about a real experience or event. Example: Answer yes or no to the question <i>did we shop at the grocery store today</i>
<p>General Education Standard 12.22</p> <p>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 19-21 above). [W.11-12.4]</p>	<p>W. ES 12.3</p> <p>Type and send an email. Example: Use the teacher’s email account to send an email to mom</p>	(4)	Identify 2-3 rules for email etiquette. Examples: Include a descriptive subject line, re-read your email before sending, don’t use capitals-THIS IS SHOUTING, don’t open attachments from strangers, recognize email is not a private form of communication, recognize stranger danger related to email
		(3)	Type and send an email. Example: Use the teacher’s email account to send an email to mom
		(2)	Dictate and send an email generated by someone else. Examples: Tell the teacher you would like to send a message to mom saying “Hi, Mom. I love you,” and use the mouse to press send after the teacher records the dictated message and types address; use an adaptive input device to send an email with dictated words and email address typed by the teacher
		(1)	Participate in composing and sending an email.

12th Grade

Language Arts

*TS = Alabama Transition Standards, (2011). Alabama State Department of Education.

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 12.29</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. [SL.11-12.1]</p>	<p>LA. ES 12.1</p> <p>Demonstrate self-advocacy skills by identifying an area of need.</p> <p>Example: Identify help is needed when it comes to paying for items in a store; Ask for help on a job site</p> <p>[*TS.PS12.3.A]</p>	(4)	<p>Demonstrate self-advocacy skills by arranging a needed service.</p> <p>Example: Call and request a ride</p> <p>[*TS.PS12.3.A]</p>
		(3)	<p>Demonstrate self-advocacy skills by identifying an area of need.</p> <p>Example: Identify help is needed when it comes to paying for items in a store; Ask for help on a job site</p> <p>[*TS.PS12.3.A]</p>
		(2)	<p>Demonstrate self-advocacy skills by accepting help when needed.</p> <p>Example: Accept help when paying for items in a store</p> <p>[*TS.PS12.3.A]</p>
		(1)	<p>Indicate help is needed when necessary or appropriate.</p> <p>Example: Press a switch for help in order to be taken to lunch or the restroom</p> <p>[*TS.PS12.3.A]</p>
<p>General Education Standard 12.32</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are</p>	<p>LA. ES 12.2</p> <p>Add text and graphics to a poster, or to slides in a teacher initiated slide presentation; and show the presentation.</p> <p>Example: Add text and insert graphics on slides in an existing PowerPoint presentation and show the presentation to a small group of people</p>	(4)	<p>Create and present a poster or slide presentation that includes a title, slide or section titles, text, and graphics.</p> <p>Example: Open a new PowerPoint, select a design, insert a title slide, insert slides, add title and text and/or graphics to each slide and present the presentation to a small group of people; Add a title, section titles, text, and graphics to a poster and present the poster</p>

Course of Study	Extended Standard	Complexity	
appropriate to purpose, audience, and a range of formal and informal tasks. [SL.11-12.4]		(3)	Add text and graphics to a poster, or to slides in a teacher initiated slide presentation; and show the presentation. Example: Add text and insert graphics on slides in an existing PowerPoint presentation and show the presentation to a small group of people
		(2)	Match text, graphic or title to poster or slides. Example: Match graphic to same graphic on the poster
		(1)	Participate in matching text, graphic or title to poster or slides.
General Education Standard 12.34 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 12 Language standards 35 and 37 for specific expectations). [SL.11-12.6]	LA. ES 12.3 Interact with others in an IEP meeting (or mock IEP meeting) by introducing participants, beginning meeting by stating purpose, and thanking participants, using notes if necessary. [*TS.PS12.2.B]	(4)	Interact with others in an IEP meeting (or mock IEP meeting) by discussing a goal that was developed through transition assessments and collaboration, including starting and finishing dates, present skills, skills that need to be improved, activities to reach the goal, whether help is needed, and evaluation information for meeting the goal, using notes if necessary. [*TS.PS12.2.B]
		(3)	Interact with others in an IEP meeting (or mock IEP meeting) by introducing participants, beginning meeting by stating purpose, and thanking participants, using notes if necessary. [*TS.PS12.2.B]
		(2)	Interact with others in an IEP meeting (or mock IEP meeting) by introducing self and thanking participants. [*TS.PS12.2.B]
		(1)	Interact with others in an IEP meeting (or mock IEP meeting) by acknowledging participants as they are introduced. [*TS.PS12.2.B]