

ALABAMA EXTENDED STANDARDS

READING

GRADES K-12

**DRAFT,
Pending Final Approval**



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**ALABAMA EXTENDED STANDARDS:
READING**

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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 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RL.3.1]	R. ES 3.1 Answer <i>who, what</i> or <i>where</i> questions about key details in a story read aloud.	(4)	Answer <i>why</i> questions about key details in a story. Example: Answer <i>why</i> was Jack crying
		(3)	Answer <i>who, what</i> or <i>where</i> questions about key details in a story read aloud.
		(2)	Answer a <i>what</i> or <i>where</i> question about key details in a story read aloud.
		(1)	Respond to a yes/no question about a character in a story read aloud. Example: Answer yes or no to did <i>Billy</i> lose his coat in the story read aloud

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

READING

Grades K-12

Kindergarten

Reading

Course of Study	Extended Standard	Complexity	
General Education Standard K.1 With prompting and support, ask and answer questions about key details in a text. [RL.K.1]	R. ES K.1 Answer yes/no questions related to objects, actions, or events.	(4)	Answer yes/no questions about a story read aloud.
		(3)	Answer yes/no questions related to objects, actions, or events.
		(2)	Answer yes/no questions related to personal wants and needs.
		(1)	Respond to a directive. Example: Respond to <i>quiet please</i> ; or Respond to <i>look this way</i>
General Education Standard K.20 Demonstrate understanding of the organization and basic features of print. [RF.K.1]	R. ES K.2 Track words from left to right.	(4)	Track words from left to right, top to bottom, and note correct page orientation.
		(3)	Track words from left to right.
		(2)	Turn pages one page at a time during shared reading.
		(1)	Attend to a story read aloud.
General Education Standard K.21 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.K.2]	R. ES K.3 Match spoken words to real-life objects or actions.	(4)	Match spoken words to pictures of objects, actions, or events.
		(3)	Match spoken words to real-life objects or actions.
		(2)	Request 2-3 objects or activities.
		(1)	Respond to 2-3 objects. Example: Touch a toy

1st Grade

Reading

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 1.7</p> <p>Use illustrations and details in a story to describe its characters, setting, or events. [RL.1.7]</p>	<p>R. ES 1.1</p> <p>Identify an action in an illustration from a story read aloud.</p> <p>Example: Identify the boys running in the illustration from a story read aloud</p>	(4)	<p>Identify a character and an event in one or more illustrations from a story read aloud.</p> <p>Example: Identify Bobby and the birthday party occurring in the illustration in a story read aloud</p>
		(3)	<p>Identify an action in an illustration from a story read aloud.</p> <p>Example: Identify the boys running in the illustration from a story read aloud</p>
		(2)	<p>Identify a character in an illustration in or tactile representation from a story read aloud.</p>
		(1)	<p>Identify an illustration in or tactile representation from a story read aloud.</p> <p>Example: Eye gaze or touch a picture in a story read aloud</p>
<p>General Education Standard 1.20</p> <p>Demonstrate understanding of the organization and basic features of print. [RF.1.1]</p>	<p>R. ES 1.2</p> <p>Recognize that written letters represent spoken letters.</p> <p>Example: Listen and point to letters as they are read aloud</p>	(4)	<p>Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>Example: Match oral words to printed words</p>
		(3)	<p>Recognize that written letters represent spoken letters.</p> <p>Example: Listen and point to letters as they are read aloud</p>
		(2)	<p>Discriminate letters from numbers or shapes.</p>
		(1)	<p>React to name in print.</p> <p>Example: React to name identifying wheelchair tray or personal compartment for coat</p>
<p>General Education Standard 1.21</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.1.2]</p>	<p>R. ES 1.3</p> <p>Identify the beginning sound of a word spoken aloud.</p>	(4)	<p>Identify beginning sounds of words spoken aloud and ending sounds of words spoken aloud.</p>
		(3)	<p>Identify the beginning sound of a word spoken aloud.</p>
		(2)	<p>Match letters to sounds spoken aloud.</p>
		(1)	<p>Attend to letter sounds.</p>

2nd Grade

Reading

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 2.1</p> <p>Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. [RL.2.1]</p>	<p>R. ES 2.1</p> <p>Answer <i>what</i> questions about key details in a story read aloud.</p> <p>Example: Answer <i>what</i> did Billy lose in a story read aloud; Answer <i>what</i> did the dog chase in a story read aloud</p>	(4)	Answer <i>who, what</i> and <i>where</i> questions about key details in a story read aloud.
		(3)	Answer <i>what</i> questions about key details in a story read aloud. Example: Answer <i>what</i> did Billy lose in a story read aloud; Answer <i>what</i> did the dog chase in a story read aloud
		(2)	Answer a <i>who</i> question about key details in a story read aloud. Example: Answer <i>who</i> lost their shoe; or Answer <i>who</i> chased the car
		(1)	Identify a book about a specific character based on the cover or its tactile representation in a story read aloud. Example: Eye gaze or touch the Curious George book or tactile representation for the book when asked which story is about Curious George
<p>General Education Standard 2.5</p> <p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]</p>	<p>R. ES 2.2</p> <p>Identify the ending of a story read aloud.</p>	(4)	Identify the beginning and ending of a story read aloud.
		(3)	Identify the ending of a story read aloud.
		(2)	Identify the front cover and back cover of a story book. Example: Identify the front cover for 2 books and identify the back cover for 2 books
		(1)	Identify the front cover or a tactile representation of the front cover for a specific story. Example: Eye gaze or touch the front cover or tactile representation for <i>Snow White and Seven Dwarfs</i> based on two choices

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 2.20</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]</p>	<p>R. ES 2.3</p> <p>Recognize letters by sound. Example: Point to “P” when asked what letter makes the sound /p/</p>	(4)	<p>Identify the matching word for consonant-vowel-consonant (cvc) words read aloud. Example: Identify the words bad, bat, can, cat, and dog as they are said aloud</p>
		(3)	<p>Recognize letters by sound. Example: Point to “P” when asked what letter makes the sound /p/</p>
		(2)	<p>Recognize letters by name. Example: Point to “M” when teachers asks or signs which is the “M;” Student is shown a “C” and calls it a “C”</p>
		(1)	<p>Interact with manipulative letters or letter songs.</p>

3rd Grade

Reading

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RL.3.1]</p>	<p>R. ES 3.1</p> <p>Answer <i>who, what</i> or <i>where</i> questions about key details in a story read aloud.</p>	(4)	<p>Answer <i>why</i> questions about key details in a story. Example: Answer <i>why</i> was jack crying</p>
		(3)	<p>Answer <i>who, what</i> or <i>where</i> questions about key details in a story read aloud.</p>
		(2)	<p>Answer a <i>what</i> or <i>where</i> question about key details in a story read aloud.</p>
		(1)	<p>Respond to a yes/no question about a character in a story read aloud. Example: Answer yes or no to did <i>Billy</i> lose his coat in the story read aloud</p>
<p>General Education Standard 3.3</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [RL.3.3]</p>	<p>R. ES 3.2</p> <p>Identify the character in a story read aloud.</p>	(4)	<p>Identify the actions of a character in a story.</p>
		(3)	<p>Identify the character in a story read aloud.</p>
		(2)	<p>Answer a <i>who</i> question related to an action in a story read aloud. Examples: Answer <i>who is running</i> in a story read aloud; or Answer <i>who ate the cookie</i> in a story read aloud</p>
		(1)	<p>Answer <i>who is this story about</i> in a story read aloud. Example: Eye gaze or touch the picture or tactile representation for the character in a story read aloud when shown the character from that story and another character</p>
<p>General Education Standard 3.20</p>	<p>R. ES 3.3</p> <p>Recognize rhyming words depicted in pictures and read aloud.</p>	(4)	<p>Identify rhyming words. Examples: Respond “bat” when asked to name a word that sounds like “mat;” Respond bat and mat, when shown the words bat, mat, and car</p>

Course of Study	Extended Standard	Complexity	
Know and apply grade-level phonics and word analysis skills in decoding words. [RF.3.3]	Example: Respond bat and mat when teacher provides pictures and says “bat, mat, car...which two words rhyme?”	(3)	Recognize rhyming words depicted in pictures and read aloud. Example: Respond bat and mat when teacher provides pictures and says “bat, mat, car...which two words rhyme?”
		(2)	Match pictures or tactile representations of rhyming words. Example: Match bat to bat; Match picture of mat to mat
		(1)	Participate in an activity matching rhyming words.

4th Grade

Reading

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.4.1]</p>	<p>R. ES 4.1</p> <p>Answer <i>who, what, where</i> or <i>when</i> questions about key details in a story.</p>	(4)	Refer to details and examples in a story when drawing conclusions about the story. Example: Draw a conclusion about a story and identify details and examples from the story to support the conclusion
		(3)	Answer <i>who, what, where</i> or <i>when</i> questions about key details in a story.
		(2)	Identify a key detail in a story read aloud.
		(1)	Respond to a yes/ no question about an action or event in a story read aloud. Example: Answer yes to the question <i>Was it raining</i> in the story about the storm that was read aloud
<p>General Education Standard 4.3</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). [RL.4.3]</p>	<p>R. ES 4.2</p> <p>Identify setting in a story.</p>	(4)	Describe the setting in a story.
		(3)	Identify setting in a story.
		(2)	Match settings in a story read aloud. Example: Match picture the grocery store to a picture of a grocery store; Match tactile representation the zoo to a tactile representation for the zoo.
		(1)	Participate in matching settings in a story read aloud.
<p>General Education Standard 4.20</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. [RF.4.3]</p>	<p>R. ES 4.3</p> <p>Identify the word with a different first letter sound when shown three pictures. Example: Identify boat as the word with a different first sound when shown pictures of a sock, a sun, and a boat</p>	(4)	Identify the word with a different first letter sound when shown three words.
		(3)	Identify the word with a different first letter sound when shown three pictures. Example: Identify boat as the word with a different first sound when shown pictures of a sock, a sun, and a boat
		(2)	Recognize letters by sound. Example: Point to “P” when asked what letter makes the sound /p/

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Course of Study	Extended Standard	Complexity	
		(1)	Distinguish letters from other objects. Example: Distinguish tactile letters from blocks

5th Grade

Reading

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 5.3</p> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). [RL.5.3]</p>	<p>R. ES 5.1</p> <p>Identify two characters and two events in a story.</p>	(4)	<p>Compare two characters or events from one or more stories. Example: Record details about two characters in a Venn Diagram labeled Different, Same, Different</p>
		(3)	<p>Identify two characters and two events in a story.</p>
		(2)	<p>Answer a <i>what</i> question related to an event in a story read aloud. Example: Answer the question <i>what</i> did the boy buy at the store in a story read aloud; or Answer the question <i>what</i> did Sally say to her mother in a story read aloud</p>
		(1)	<p>Identify a picture or tactile representation of an event in a story read aloud. Example: Eye gaze or touch the picture or tactile representation of the boys running when asked which shows the boys from the story running</p>
<p>General Education Standard 5.20</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3]</p>	<p>R. ES 5.2</p> <p>Identify word formed from word parts said aloud. Example: Teacher says /k/ /at/ and asks the student what word has been sounded. Student says, "cat"</p>	(4)	<p>Use blending or chunking to read unfamiliar words. Examples: When shown the word cat, blend the sounds /k/ /at/ into "cat;" Sound out the word under by chunking it into un-der</p>
		(3)	<p>Identify word formed from word parts said aloud. Example: When shown the word cat, teacher says /k/ /at/ and asks the student what word has been sounded. Student says, "cat"</p>
		(2)	<p>Pair spoken or written words containing consonant blend or letter combination with matching picture or tactile representation. Examples: Identify picture of cat when teacher says cat; Pair word cat with picture of cat.</p>

Course of Study	Extended Standard	Complexity	
		(1)	Participate in pairing spoken or written words containing consonant blend or letter combination with matching picture or tactile representation.
General Education Standard 5.21 Read with sufficient accuracy and fluency to support comprehension. [RF.5.4]	R. ES 5.3 Read high frequency words.	(4)	Read simple sentences containing high frequency words.
		(3)	Read high frequency words.
		(2)	Match high frequency words. Example: Match high frequency word card to same high frequency word card such as “the” to “the”
		(1)	Demonstrate that a symbol represents something. Example: Use an object, picture, or specific gesture/sign to express an idea

6th Grade

Reading

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 6.1</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.6.1]</p>	<p>R. ES 6.1</p> <p>Identify a word or phrase in a sentence that answers a <i>who, what, where</i> or <i>when</i> question in a story.</p>	(4)	Identify a sentence in a story that answers a <i>who, what, where</i> and <i>when</i> question in a story.
		(3)	Identify a word or phrase in a sentence that answers a <i>who, what, where</i> or <i>when</i> question in a story.
		(2)	Identify a picture or tactile representation that answers a <i>who, what, where</i> or <i>when</i> question in a story.
		(1)	Identify a picture or tactile representation in a story.
<p>General Education Standard 6.2</p> <p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. [RL.6.2]</p>	<p>R. ES 6.2</p> <p>Identify two or more details in a story.</p>	(4)	Retell a story including beginning, middle, and ending.
		(3)	Identify two or more details in a story.
		(2)	Identify a detail in a story read aloud.
		(1)	Associate a character with a story read aloud. Example: Eye gaze or touch the story or tactile representation for the story read aloud when shown two stories and asked which story has Alice in Wonderland as a character
<p>General Education Standard 6.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.6.10]</p>	<p>R. ES 6.3</p> <p>Decode regularly spelled multi-syllabic words with short and long vowels. Example: Read words such as apple, table, pencil, paper</p>	(4)	Read 20-30 words of connected text.
		(3)	Decode regularly spelled multi-syllabic words with short and long vowels. Example: Read words such as apple, table, pencil, paper
		(2)	Recognize 2 personally relevant words. Examples: Recognize first name and last name; recognize War and Eagle or Roll and Tide; recognize Men and Women; recognize Lake and Martin; recognize good and bad

Course of Study	Extended Standard	Complexity	
		(1)	Identify a picture or tactile representation for a relevant word. Example: Eye gaze or touch the wheelchair when shown a picture of a wheelchair and something else; eye gaze or touch tactile representation for voice box when shown tactile representation for voice box and something else

7th Grade

Reading

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 7.3</p> <p>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]</p>	<p>R. ES 7.1</p> <p>Identify a character along with two settings for the character in a story. Example: Identify Bobby as a character from the story, and identify that Bobby was at home during part of the story and at the circus during another part of the story</p>	(4)	<p>Describe how the character interacts in the setting in a story. Examples: Identify that Bobby was excited when he was at home waiting to go to the circus and that he was happy when he was at the circus; Identify that Jen was quiet and shy at school and helped with the chores at home; Identify that Juan looked at the animals at the zoo and told his mother about the animals when he got home</p>
		(3)	<p>Identify a character along with two settings for the character in a story. Example: Identify Bobby as a character from the story, and identify that Bobby was at home during part of the story and at the circus during another part of the story</p>
		(2)	<p>Match characters in a story read aloud. Example: Match picture of spider man to picture of spider man; Match tactile representation for a farmer to a tactile representation for a farmer</p>
		(1)	<p>Participate in matching characters in a story read aloud.</p>
<p>General Education Standard 7.6</p> <p>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [RL.7.6]</p>	<p>R. ES 7.2</p> <p>Describe a character in a story.</p>	(4)	<p>Identify the point of view of a character.</p>
		(3)	<p>Describe a character in a story.</p>
		(2)	<p>Identify 2 characters in a story read aloud.</p>
		(1)	<p>Identify a character in a story read aloud. Example: Eye gaze or touch the picture of the farmer in a story about farm life when shown a farmer and another character</p>
<p>General Education Standard 7.14</p>	<p>R. ES 7.3</p>	(4)	<p>Use table of contents, headings, and the glossary.</p>

Course of Study	Extended Standard	Complexity	
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [RI.7.5]	Identify table of contents, a heading, and glossary.	(3)	Identify table of contents, a heading, and glossary.
		(2)	Identify a heading.
		(1)	Identify emphasized text. Examples: Distinguish bold and not bold text; Identify highlighted or underlined text, Identify braille emphasis; Identify words read aloud with emphasis

8th Grade

Reading

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 8.2</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. [RL.8.2]</p>	<p>R. ES 8.1</p> <p>Identify the setting in a story.</p>	(4)	Describe the setting and a character in relation to each other. Example: Describe Black Beauty as the main character in the pasture.
		(3)	Identify the setting in a story.
		(2)	Identify the setting in a story read aloud.
		(1)	Participate in identifying the setting in a story read aloud.
<p>General Education Standard 8.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. [RL.8.4]</p>	<p>R. ES 8.2</p> <p>Define a bolded word in a sentence based on the context clue. Example: Read a sentence and use the context clue to select the definition of the bolded word from three choices</p>	(4)	Identify the word in a sentence being defined by the context clue and use the context clue to define the word. Example: Underline the word being defined and use the context clue to select the definition of the word from three choices
		(3)	Define a bolded word in a sentence based on the context clue. Example: Read a sentence and use the context clue to select the definition of the bolded word from three choices
		(2)	Identify an unknown word in text read aloud. Example: When the teacher reads a sentence, identify an unfamiliar/unknown word within the sentence
		(1)	Distinguish a word from a picture or tactile representation of an object. Example: Distinguish a word written on paper with puff paint from a tactile representation for a ball
<p>General Education Standard 8.6</p>	<p>R. ES 8.3</p>	(4)	Identify a reason for agreeing or disagreeing with a character's action in a story.

Course of Study	Extended Standard	Complexity	
<p>Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. [RL.8.6]</p>	<p>Identify a character’s action in a story.</p>	(3)	<p>Identify a character’s action in a story. Example: Identify a character’s action in a high interest, low vocabulary story or in a social story</p>
		(2)	<p>Identify a character’s action in a story read aloud.</p>
		(1)	<p>Agree or disagree with a character’s action in a story read aloud. Example: Agree or disagree with Sally telling her friend she was sorry in a social story</p>

9th Grade

Reading

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 9.2</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RL.9-10.2]</p>	<p>R. ES 9.1</p> <p>Identify key details in a story.</p>	(4)	Describe key details in a story.
		(3)	Identify key details in a story.
		(2)	<p>Match 2-3 key details to a story read aloud.</p> <p>Example: Match <i>James and Anna rode the roller coaster</i> and <i>James ate a hot dog</i> to the story about James and Anna going to the carnival</p>
		(1)	<p>Identify a picture or tactile representation of a key detail in a story read aloud.</p> <p>Example: Eye gaze or touch the picture of or tactile representation for James and Anna riding the roller coaster when asked which shows a detail from the story about James and Anna going to the carnival</p>
<p>General Education Standard 9.3</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]</p>	<p>R. ES 9.2</p> <p>Identify interactions between two characters in a story.</p> <p>Examples: Identify Sam and Carlos got in a fight in the story; or Identify Jen and Betsy went to the mall together in the story</p>	(4)	<p>Describe interactions between two characters in a story.</p> <p>Example: Describe the fight in the story between Sam and Carlos</p>
		(3)	<p>Identify interactions between two characters in a story.</p> <p>Example: Identify Sam and Carlos got in a fight in the story; or Identify Jen and Betsy went to the mall together in the story</p>
		(2)	<p>Identify the main character of two or more characters in a story read aloud.</p>
		(1)	<p>Participate in identifying the main character of two or more characters in a story read aloud.</p>
<p>General Education Standard 9.19</p> <p>By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding</p>	<p>R. ES 9.3</p> <p>Read and comprehend a schedule.</p> <p>Example: Answer questions related to a movie, bus, or class schedule</p>	(4)	<p>Explain a schedule to another person.</p> <p>Examples: Explain a movie, bus, or class schedule</p>
		(3)	<p>Read and comprehend a schedule.</p> <p>Examples: Answer questions related to a movie, bus, or class schedule</p>

Course of Study	Extended Standard	Complexity	
as needed at the high end of the range. [RI.9-10.10]		(2)	Comprehend a visual/picture schedule. Examples: Follow a visual/picture schedule; Answer questions related to a visual/picture schedule
		(1)	Identify a schedule. Example: Eye gaze or touch a picture schedule

10th Grade

Reading

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 10.3</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]</p>	<p>R. ES 10.1</p> <p>Identify plot in a story.</p>	(4)	Describe the plot in a story.
		(3)	Identify plot in a story.
		(2)	Role-play an action in a story read aloud.
		(1)	Attend to role played actions in a story read aloud.
<p>General Education Standard 10.5</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. [RL.9-10.5]</p>	<p>R. ES 10.2</p> <p>Sequence three events from a story.</p>	(4)	Describe three events in a story in sequential order.
		(3)	Sequence three events from a story.
		(2)	Match events from a story read aloud. Example: Match a picture of the children playing to a picture of the children playing; Match tactile representation for car to a tactile representation for a car
		(1)	Identify a picture or a tactile representation for an event in a story read aloud.
<p>General Education Standard 10.20</p> <p>By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently. [RI.9-10.10]</p>	<p>R. ES 10.3</p> <p>Read and comprehend a periodical. Examples: Answer questions related to a magazine or newspaper</p>	(4)	Describe the contents of a periodical to another person. Examples: Describe the contents in a magazines or newspaper
		(3)	Read and comprehend a periodical. Examples: Answer questions related to a magazine or newspaper
		(2)	Match periodicals. Example: Match <i>Popular Science Magazine</i> to <i>Popular Science Magazine</i>
		(1)	Identify a magazine or newspaper. Example: Eye gaze or touch a <i>National Geographic Kids</i> magazine

11th Grade

Reading

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 11.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. [RL.11-12.2]</p>	<p>R. ES 11.1</p> <p>Identify the main idea of a story.</p>	(4)	Identify the main idea and 2-3 supporting details in a story.
		(3)	Identify the main idea of a story.
		(2)	Identify 2 key details in a story read aloud.
		(1)	Respond to a yes/no question about a key detail in a story read aloud. Example: Answer no when asked if the cat slept under the car in the story <i>Spots the Barn Cat</i>
<p>General Education Standard 11.4</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors). [RL.11-12.4]</p>	<p>R. ES 11.2</p> <p>Identify the literal translation for an illustration of an idiom. Examples: Identify a picture of a bed of roses as a bed of roses; Identify a picture of a couch potato as a couch potato</p>	(4)	Identify the figurative translation for an illustration of an idiom. Examples: Identify that a picture of a bed of roses means having a good life; Identify that a picture of a couch potato means a person who spends a lot of time on the couch with little or no physical activity
		(3)	Identify the literal translation for an illustration of an idiom. Examples: Identify a picture of a bed of roses as a bed of roses; Identify a picture of a couch potato as a couch potato
		(2)	Match idioms. Example: Match a picture or tactile representation of a bed of roses to a picture or tactile representation of a bed of roses.
		(1)	Participate in matching idioms.
<p>General Education Standard 11.18</p> <p>By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>R. ES 11.3</p> <p>Read and comprehend a recipe from a cookbook or cooking magazine. Examples: Follow a recipe from a cookbook or cooking magazine; Answer questions related to a recipe from a cookbook or cooking magazine</p>	(4)	Explain a recipe from a cookbook or cooking magazine to another person.
		(3)	Read and comprehend a recipe from a cookbook or cooking magazine. Examples: Follow a recipe from a cookbook or cooking magazine; Answer questions related to a recipe from a cookbook or cooking magazine

Course of Study	Extended Standard	Complexity	
[RI.11-12.10]		(2)	Comprehend a picture recipe. Examples: Follow a picture recipe; Answer questions related to a picture recipe
		(1)	Smell or taste a class cooking project.

12th Grade

Reading

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 12.13</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>The Federalist</i> No. 10). [RI.11-12.4]</p>	<p>R. ES 12.1</p> <p>Identify unknown words related to Transition in text. Example: Ask someone to define the word Postsecondary from the IEP Transition page</p>	(4)	<p>Determine the meaning of unknown words related to Transition. Examples: Postsecondary, employment, wages, accommodations</p>
		(3)	<p>Identify unknown words related to Transition in text. Example: Ask someone to define the word Postsecondary from the IEP Transition page</p>
		(2)	<p>Respond to questions related to Transition areas. Example: Respond to questions related to self-help, employment, independent living, personal management, self-advocacy, recreation/leisure</p>
		(1)	<p>Identify a picture or tactile representation of a word related to Transition. Examples: Toothbrush, hairbrush, public bus</p>
<p>General Education Standard 12.16</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. [RI.11-12.7]</p>	<p>R. ES 12.2</p> <p>Use one source of information to address a question. Examples: Use the Internet or newspaper to decide what movie to see</p>	(4)	<p>Use multiple sources of information to address a question. Examples: Use multiple advertisements for price comparison; Use the Internet and the newspaper to locate a housing option</p>
		(3)	<p>Use one source of information to address a question. Examples: Use the Internet or newspaper to decide what movie to see</p>
		(2)	<p>Identify a real life question to be addressed. Examples: How to spend birthday money, what movie to see</p>
		(1)	<p>Respond to a real life question. Example: Pick a movie to watch from 2 choices</p>

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 12.18</p> <p>By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RI.11-12.10]</p>	<p>R. ES 12.3</p> <p>Read and comprehend a form using a visual cue. Example: Complete a job application using a personal information sheet; Provide the answers to fill in the blanks on a form using a visual cue</p>	(4)	<p>Read and comprehend a form. Example: Complete a job application, medical form, or bank deposit; Provide the answers to fill in the blanks on a form</p>
		(3)	<p>Read and comprehend a form using a visual cue. Example: Complete a job application using a personal information sheet; or Provide the answers to fill in the blanks on a form using a visual cue</p>
		(2)	<p>Match forms. Example: Match a bank deposit slip to a bank deposit slip</p>
		(1)	<p>Participate in matching forms.</p>

**APPENDIX A:
Alabama Extended Standards: LOCATING INFORMATION**

Alabama Extended Standards

LOCATING INFORMATION

Grade 12

The Alabama Extended Standards, Locating Information were developed for the Alabama Alternate Assessment for students with significant cognitive disabilities who are unable to take the *ACT WorkKeys®*, *Locating Information* assessment. These extended standards include important skills related to workplace graphics and are designed to allow students with significant cognitive disabilities to master new skills, while beginning at each student's present level of performance.

**APPENDIX A:
Alabama Extended Standards: LOCATING INFORMATION**

12th Grade

Locating Information

Locating Information ACT WorkKeys®	Extended Standard	Complexity	
<p>The <i>Locating Information</i> test is one of three WorkKeys assessments used with the National Career Readiness Certificate. It measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.</p>	<p>LI. ES 12.1</p> <p>Find two or more pieces of information on a workplace timesheet.</p>	(4)	<p>Fill in two or more pieces of information on a workplace timesheet. Example: Fill in timesheet when given work dates and times</p>
		(3)	<p>Find two or more pieces of information on a workplace timesheet.</p>
		(2)	<p>Identify dates on a completed timesheet.</p>
		(1)	<p>Participate in identifying dates on a completed timesheet.</p>
	<p>LI. ES 12.2</p> <p>Fill in two or more pieces of information on a data sheet using information provided. Examples: Fill in legal name, age, address, emergency contact name and number using a card that contains personal information</p>	(4)	<p>Fill in two or more pieces of information on a data sheet. Examples: Fill in legal name, age, address, emergency contact name and number</p>
		(3)	<p>Fill in two or more pieces of information on a data sheet <i>using information provided</i>. Examples: Fill in legal name, age, address, emergency contact name and number using a card that contains personal information</p>
		(2)	<p>Find one or more pieces of information on a data sheet. Examples: Find legal name, age, address, or emergency contact name and number</p>
		(1)	<p>Identify age. Examples: Eye gaze or touch age when shown age and something else; Answer yes/no when asked if age is 11 and 18.</p>

**APPENDIX A:
Alabama Extended Standards: LOCATING INFORMATION**

Locating Information ACT WorkKeys®	Extended Standard	Complexity	
<p>The <i>Locating Information</i> test is one of three WorkKeys assessments used with the National Career Readiness Certificate. It measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.</p>	<p>LI. ES 12.3 Find one piece of information on a gauge or instrument for measuring the magnitude or amount of something. Examples: Locate the current temperature on a digital thermostat; Locate the current temperature on a thermometer; Locate the air pressure on a tire gauge</p>	(4)	<p>Compare information on two or more gauges or instruments for measuring the magnitude or amount of something. Examples: Compare the temperatures on two different thermometers; Compare the air pressure on two different tire gauges</p>
		(3)	<p>Find one piece of information on a gauge or instrument for measuring the magnitude or amount of something. Examples: Locate the current temperature on a digital thermostat; Locate the current temperature on a thermometer; Locate the air pressure on a tire gauge</p>
		(2)	<p>Match gauges. Examples: Match different types of thermostats to same such as match picture of dial thermostat to same dial thermostat or picture of digital thermostat to same digital thermostat; Match thermometer with a certain temperature to thermometer with same temperature</p>
		(1)	<p>Identify a gauge. Example: Eye gaze or touch the thermometer when shown a thermometer or picture of a thermometer and something else</p>