

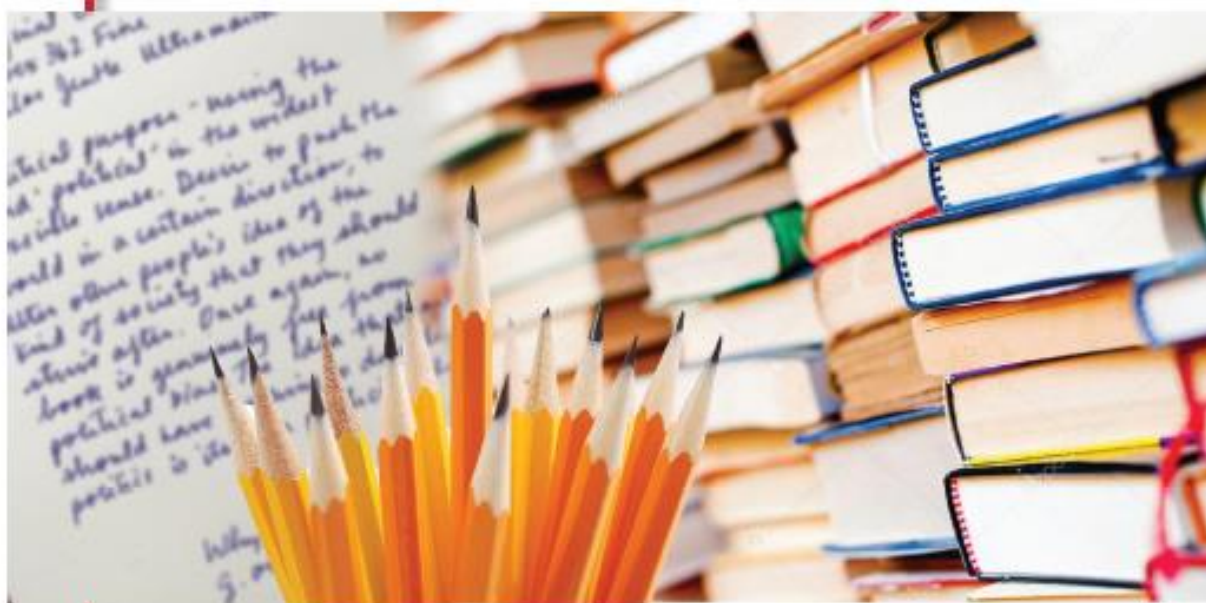
2018



Ms. Crystal Richardson, Program Coordinator



## Alabama Alternate Achievement Standards



## English Language Arts



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## ACKNOWLEDGMENTS

This document was developed by the 2017 Alabama Alternate Achievement Standards English Language Arts Committee. The committee was composed of both general education teachers, special education teachers, English Language Acquisition Teachers, Teachers of the Visually Impaired, and Teachers of the Deaf.

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# OVERVIEW

## Introduction

The English Language Arts Alternate Achievement Standards are directly aligned to the Alabama English Language Arts Standards. The English Language Arts Alternate Achievement Standards in this document were developed by general and special education teachers in Alabama to guide and direct instruction for students with the most significant intellectual disabilities.

## Students with Significant Intellectual Disabilities

In the United States, approximately 1% of school-aged children have an intellectual disability that is “characterized by significant limitations both in intellectual functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills.” (U.S. Department of Education, 2002 and American Association of Intellectual and Developmental Disabilities, 2009) These students show evidence of cognitive functioning in the range of severe to profound and need extensive or pervasive support. In addition to significant intellectual disabilities, students may also have accompanying communication, motor, sensory, or other impairments.

Students with the most significant intellectual disabilities first gained mandated access to the general curriculum through the *Individuals with Disabilities Education Act Amendments of 1997* (PL 105-17), with further access guaranteed following the passage of the *No Child Left Behind Act* (NCLB) of 2001 (PL 107-110). Today, the *Every Student Succeeds Act* (ESSA) says a state may, through a documented and validated standards-setting process, adopt alternate academic achievement standards for students with the most significant cognitive disabilities, provided those standards—

- are aligned with the challenging State academic content standards;
- promote access to the general education curriculum, consistent with the *Individuals with Disabilities Education Act* (IDEA);
- reflect professional judgment as to the highest possible standards achievable by such students; are designated in the IEP developed under section 614(d)(3) of IDEA for each such student as the academic achievement standards that will be used for the student;
- and are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or employment, consistent with the purposes of the *Workforce Innovation and Opportunity Act* to maximize opportunities for individuals with significant disabilities for competitive integrated employment. (ESSA, Section 1111 (b)(1)(E))

## Format of the Alternate Achievement Standards

The format of the Alabama Alternate Achievement Standards includes the grade, general education standard, alternate achievement standard, and the topic area.

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS	
Kindergarten ELA	
General Education Standards	Alabama Alternate Achievement Standards
<b>LIVING AND WORKING TOGETHER IN FAMILY AND COMMUNITY</b>	
ELA.K.1- With prompting and support, ask and answer questions about key details in a text.	ELA.AAS.K.1- With prompting and support, identify details about a story.
ELA.K.1a- Make predictions to determine main idea and anticipate an ending. (Alabama)	

## **Augmentative/Alternative Devices**

The Alabama Alternate Achievement Standards are to be taught 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.

## **Accommodations**

Please be familiar with accommodations. Accommodations are available for students with disabilities to level the playing field and lessen the impact of their disability in the teaching/learning and testing environments. It is important that the accommodations in the student's IEP are being appropriately determined, documented, and implemented. An example of an appropriate accommodation for a student with a visual impairment who is working toward the Alabama Alternate Achievement Standards would be using a tactile representation in place of an illustration or picture. The augmentative/alternative communication devices discussed above are an appropriate accommodation for students with communication difficulties when a verbal response is desired or needed.

# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## Kindergarten ELA

General Education Standards	Alabama Alternate Achievement Standards
<b>READING STANDARDS FOR LITERATURE</b>	
<b>Key Ideas and Details</b>	
ELA.K.1- With prompting and support, ask and answer questions about key details in a text.	ELA.AAS.K.1- With prompting and support, identify details about a story.
ELA.K.1a- Make predictions to determine main idea and anticipate an ending. (Alabama)	
ELA.K.2- With prompting and support, retell familiar stories, including key details.	ELA.AAS.K.2- With prompting and support, identify details about a story.
ELA.K.3- With prompting and support, identify characters, settings, and major events in a story.	ELA.AAS.K.3- With prompting and support, identify characters and setting in a story.
<b>Craft and Structure</b>	
ELA.K.6- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	ELA.AAS.K.6- With prompting and support, define the terms <i>author</i> and <i>illustrator</i> ; With prompting and support, identify the author and illustrator of a particular story.
<b>Integration of Knowledge and Ideas</b>	
ELA.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	ELA.AAS.K.7- With prompting and support, match words in the story to complementary illustrations.
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	
<b>Key Ideas and Details</b>	
ELA.K.10- With prompting and support, ask and answer questions about key details in a text.	ELA.AAS.K.10- With prompting and support, identify who, what, and/or where of an informational text.
ELA.K.11- With prompting and support, identify the main topic and retell key details of a text.	ELA.AAS.K.11- With prompting and support, identify the main topic of an informational text.
ELA.K.12- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	ELA.AAS.K.12- Match and/or describe how two individuals, events, ideas are connected in a text.
<b>Craft and Structure</b>	
ELA.K.15- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	ELA.AAS.K.15- Identify and/or define the author and illustrator of an informational text.
<b>Integration of Knowledge and Ideas</b>	
ELA.K.17- With prompting and support, identify the reasons an author gives to support points in a text.	ELA.AAS.K.17- With prompting and support, identify a reason an author gives to support a key point in an informational text.

## READING STANDARDS: FOUNDATIONAL SKILLS

### Print Concepts

ELA.K.20- Demonstrate understanding of the organization and basic features of print.

ELA.K.20a- Follow words from left to right, top to bottom, and page by page.

ELA.K.20b- Recognize that spoken words are represented in written language by specific sequences of letters.

ELA.K.20c- Understand that words are separated by spaces in print.

ELA.K.20d- Recognize and name all uppercase and lowercase letters of the alphabet.

ELA.AAS.K.20- Demonstrate understanding of the organization and basic features of print.

ELA.AAS.K.20a- Follow words from left to right, top to bottom, and page to page.

ELA.AAS.K.20d- Recognize and name all uppercase and lowercase letters of the alphabet.

### Fluency

ELA.K.23- Read emergent-reader texts with purpose and understanding.

ELA.AAS.K.23- Read an emergent-reader texts with purpose and understanding.

## WRITING STANDARDS

### Text Types and Purposes

ELA.K.24- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is ...*).

ELA.AAS.K.24- Using a combination of drawings, dictation and writing, compose opinion pieces by stating an opinion; providing a reason related to the opinion.

### Research to Build and Present Knowledge

ELA.K.30- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELA.AAS.K.30- With prompting and support, recall a familiar experience or event.

## SPEAKING AND LISTENING STANDARDS

### Comprehension and Collaboration

ELA.K.32- 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.

ELA.AAS.K.32- Answer questions about a text read aloud.

ELA.K.33- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

ELA.AAS.K.33- With prompting and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.



<b>Presentation of Knowledge and Ideas</b>	
ELA.K.34- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	ELA.AAS.K.34- With prompting and support, answer questions about familiar people, places, and things.
<b>LANGUAGE STANDARDS</b>	
<b>Conventions of Standard English</b>	
ELA.K.37- Begin to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	ELA.AAS.K.37- With prompting and support, speak and write in complete sentences.
ELA.K.37a- Print many uppercase and lowercase letters.	ELA.AAS.K.37a- With prompting and support, print many uppercase and lowercase letters.
ELA.K.37b- Use frequently occurring nouns and verbs.	ELA.AAS.K.37b- With prompting and support, use frequently occurring nouns and verbs.
ELA.K.37c- Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).	
ELA.K.37d- Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	
ELA.K.37e- Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).	ELA.AAS.K.37e- With prompting and support, use frequently occurring preposition words (concrete prepositions) (e.g., to, from, in, out, on, off, by, and with).
ELA.K.37f- Produce and expand complete sentences in shared language activities.	ELA.AAS.K.37f- With prompting and support, produce and expand complete sentences in shared language activities.
<b>Vocabulary Acquisition and Use</b>	
ELA.K.40- With guidance and support from adults, explore word relationships and nuances in word meanings.	ELA.AAS.K.40- With prompting and support, explore word relationships and nuances in word meanings.
ELA.K.40a- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	ELA.AAS.K.40a- With prompting and support, sort common objects into familiar categories (e.g., color, shape, size).
ELA.K.40b- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	ELA.AAS.K.40b- Identify frequently occurring, familiar verbs and adjectives with their picture card opposites (e.g., light/dark, sleep/awake, walk/run).
ELA.K.40c- Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).	ELA.AAS.K.40c- Identify real-life connections between words and their use (e.g., stove/cooking, sink/washing, bathtub/bathing).
ELA.K.40d- Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.	ELA.AAS.K.40d- With prompting and support, distinguish shades of meaning among verbs describing same action (e.g., walk, march, and strut).

# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 1 ELA

General Education Standards	Alabama Alternate Achievement Standards
<b>READING STANDARDS FOR LITERATURE</b>	
<b>Key Ideas and Details</b>	
ELA.1.1- Ask and answer questions about key details in a text.	ELA.AAS.1.1- Ask and/or answer who, what, when, where, and how questions about a story.
ELA.1.1a. Make predictions from text clues. (Alabama)	ELA.AAS.1.1a- Make predictions about what will happen next in a story.
ELA.1.2- Retell stories, including key details, and demonstrate understanding of their central message or lesson.	ELA.AAS.1.2- Retell key details from stories.
ELA.1.3- Describe characters, settings, and major events in a story, using key details.	ELA.AAS.1.3- Identify characters and setting in a story; identify details of characters and setting in a story.
<b>Craft and Structure</b>	
ELA.1.6- Identify who is telling the story at various points in a text.	ELA.AAS.1.6- Identify who is telling the story at various points in a text.
<b>Integration of Knowledge and Ideas</b>	
ELA.1.7- Use illustrations and details in a story to describe its characters, setting, or events.	ELA.AAS.1.7- Answer questions about illustrations in a story that describe its characters, setting, or events.
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	
<b>Key Ideas and Details</b>	
ELA.1.10- Ask and answer questions about key details in a text.	ELA.AAS.1.10- Ask and answer questions about an informational text.
ELA.1.11- Identify the main topic and retell key details of a text.	ELA.AAS.1.11- Identify the main topic of an informational text.
ELA.1.12- Describe the connection between two individuals, events, ideas, or pieces of information in a text.	ELA.AAS.1.12- Identify connections between two individuals, events, and ideas in an informational text.
<b>Craft and Structure</b>	
ELA.1.15- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	ELA. AAS.1.15- Answer questions about pictures or illustrations and words in an informational text.
<b>Integration of Knowledge and Ideas</b>	
ELA.1.17- Identify the reasons an author gives to support points in a text (e.g., eating a balanced meal, obeying safety rules, engaging in recycling projects).	ELA.AAS.1.17- Identify a reason an author gives to support a key point in an informational text.

<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	
<b>Print Concepts</b>	
<p>ELA.1.20- Demonstrate understanding of the organization and basic features of print.</p> <p>ELA.1.20a- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>ELA.AAS.1.20- Demonstrate understanding of the features of print.</p> <p>ELA.AAS.1.20a- Identify the features of a sentence (i.e., first word and ending punctuation).</p>
<b>Fluency</b>	
<p>ELA.1.23- Read with sufficient accuracy and fluency to support comprehension.</p> <p>ELA.1.23a- Read on-level text with purpose and understanding.</p> <p>ELA.1.23b- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>ELA.1.23c- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>ELA.AAS.1.23- Read and comprehend a text of 50 words with or without pictures.</p> <p>ELA.AAS.1.23a- Read on-level text with purpose and understanding.</p>
<b>WRITING STANDARDS</b>	
<b>Text Types and Purposes</b>	
<p>ELA.1.25- Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>ELA.AAS.1.25- With prompting and support, compose informative or explanatory text by stating a topic and providing supporting facts and details, including some sense of closure.</p>
<b>Research to Build and Present Knowledge</b>	
<p>ELA.1.29- Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>ELA.AAS.1.29- With prompting and support, participate in shared research and writing projects.</p>
<b>SPEAKING AND LISTENING STANDARDS</b>	
<b>Comprehension and Collaboration</b>	
<p>ELA.1.32- 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>ELA.AAS.1.32- Ask and/or answer questions about a text read aloud.</p>
<p>ELA.1.33- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>ELA.AAS.1.33- Ask and/or answer questions about information presented orally.</p>

<b>Presentation of Knowledge and Ideas</b>	
ELA.1.34- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	ELA.AAS.1.34- Describe familiar people, places, things, and events when communicating.
<b>LANGUAGE STANDARDS</b>	
<b>Conventions of Standard English</b>	
<p>ELA.37- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>ELA.37a- Print all uppercase and lowercase letters.</p> <p>ELA.37b- Use common, proper, and possessive nouns.</p> <p>ELA.37c- Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>ELA.37d- Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>ELA.37e- Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>ELA.37f- Use frequently occurring adjectives.</p> <p>ELA.37g- Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>ELA.37h- Use determiners (e.g., articles, demonstratives).</p> <p>ELA.37i- Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>ELA.37j- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>ELA.AAS.1.37- Demonstrate standard English grammar when writing or speaking.</p> <p>ELA.AAS.1.37a- Print all uppercase and lowercase letters when writing or speaking.</p> <p>ELA.AAS.1.37c- Use frequently occurring nouns and verbs when writing or speaking.</p> <p>ELA.AAS.1.37f- Use adjectives when writing or speaking.</p> <p>ELA.AAS.1.37g- Use the conjunctions <i>and or</i> when writing or speaking.</p>
<b>Vocabulary Acquisition and Use</b>	
<p>ELA.1.39- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>ELA.1.39a- Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>ELA.AAS.1.39- Identify the meaning of unknown words based on grade 1 reading and content.</p>

<p>ELA.1.39b- Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>ELA.1.39c- Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</p> <p>ELA.1.39d- Apply alphabetical order to the first letter of words to access information. (Alabama)</p>	<p>ELA.AAS.1.39c- Identify frequently occurring root words and their inflectional forms.</p> <p>ELA.AAS.1.39.d - Apply alphabetical order to the first letter of words to access information.</p>
<p>ELA.1.40- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>ELA.1.40a- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>ELA.1.40b- Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>ELA.1.40c- Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>ELA.1.40d- Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>ELA.AAS.1.40- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>ELA.AAS.1.40a- Use picture word cards to sort words into categories (e.g., colors, clothing).</p> <p>ELA.AAS.1.40b- Sort familiar words into like groups (e.g., duck, swan, and bluebird are all birds; triangle, square, and circle are all shapes).</p> <p>ELA.AAS.1.40c - Identify real life connections between words and their use (e.g., note places at home that are cozy).</p>

# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 2 ELA

General Education Standards	Alabama Alternate Achievement Standards
<b>READING STANDARDS FOR LITERATURE</b>	
<b>Key Ideas and Details</b>	
ELA.2.1- Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	ELA.AAS.2.1- Ask and answer who, what, and where questions about a story.
ELA.2.1a- Infer the main idea and supporting details in narrative texts. (Alabama)	ELA.AAS.2.1a- Identify the main idea of a story.
ELA.2.2- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	ELA.AAS.2.2- Identify the central idea of fables and folk tales to determine the lessons and morals.
ELA.2.3- Describe how characters in a story respond to major events and challenges.	ELA.AAS.2.3- Answer questions about the characters and events in a story.
<b>Craft and Structure</b>	
ELA.2.6- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	ELA.AAS.2.6- Identify which character is speaking in a story at different points in the story.
<b>Integration of Knowledge and Ideas</b>	
ELA.2.7- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	ELA.AAS.2.7- Use an illustration to identify a character setting, or plot of a story.
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	
<b>Key Ideas and Details</b>	
ELA.2.10- Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	ELA.AAS.2.10- Answer who, what, and where questions to demonstrate understanding of an informational text.
ELA.2.11- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	ELA.AAS.2.11- Identify the main idea of an informational text; identify important details in an informational text.
ELA.2.12- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	ELA.AAS.2.12- Identify events or steps in a historical, scientific, or technical text.
<b>Craft and Structure</b>	
ELA.2.15- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	ELA.AAS.2.15- Identify the main purpose or topic of an informational text.

<b>Integration of Knowledge and Ideas</b>	
ELA.2.17- Describe how reasons support specific points the author makes in a text.	ELA.AAS.2.17- Identify multiple reasons an author gives to support a key point in an informational text.
<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	
<b>Fluency</b>	
ELA.2.21- Read with sufficient accuracy and fluency to support comprehension.	ELA.AAS.2.21- Read and comprehend a text of 75 words with or without pictures.
ELA.2.21a- Read on-level text with purpose and understanding.	ELA.AAS.2.21a- Read on-level text with purpose and understanding.
ELA.2.21b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	
ELA.2.21c- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
<b>WRITING STANDARDS</b>	
<b>Text Types and Purposes</b>	
ELA.2.24- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	ELA.AAS.2.24- Compose narrative texts by introducing characters or a narrator and organizing events in sequence.
<b>Research to Build and Present Knowledge</b>	
ELA.2.27- 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).	ELA.AAS.2.27- Participate in research projects.
ELA.2.28- Recall information from experiences or gather information from provided sources to answer a question.	ELA.AAS.2.28- Recall experiences to answer a question.
<b>SPEAKING AND LISTENING STANDARDS</b>	
<b>Comprehension and Collaboration</b>	
ELA.2.30- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	ELA.AAS.2.30- Ask and answer questions about a text read aloud or information presented orally through other media.
ELA.2.31- 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.	ELA.AAS.2.31- Ask or answer questions about information presented orally.
<b>Presentation of Knowledge and Ideas</b>	
ELA.2.32- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	ELA.AAS.2.32- Tell a story or report on a topic or a personal experience.

## LANGUAGE STANDARDS

### Conventions of Standard English

ELA.2.35- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELA.2.35a- Use collective nouns (e.g., *group*).

ELA.2.35b- Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

ELA.2.35c- Use reflexive pronouns (e.g., *myself, ourselves*).

ELA.2.35d- Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

ELA.2.35e- Use adjectives and adverbs, and choose between them depending on what is to be modified.

ELA.2.35f- Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

ELA.AAS.2.35- Demonstrate standard English grammar when writing or speaking.

ELA.AAS.2.35a- Use nouns and verbs when writing or speaking.

ELA.AAS.2.35b- Use plural nouns when writing or speaking.

ELA.AAS.2.35c- Identify and use personal pronouns when writing or speaking.

ELA.AAS.2.35e- Use adjectives when writing or speaking.

### Vocabulary Acquisition and Use

ELA.2.38- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies.

ELA.2.38a- Use sentence-level context as a clue to the meaning of a word or phrase.

ELA.2.38b- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

ELA.2.38c- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

ELA.2.38d- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

ELA.AAS.2.38- With prompting and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies.

ELA.AAS.2.38a- With prompting and support, use context clues to determine the meaning of a word or phrase in a sentence.



ELA.2.38e- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

ELA.AAS.2.38e- With prompting and support, use a dictionary, glossary, and/or digital resources to find the meanings of words.

# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 3 ELA

### General Education Standards

### Alabama Alternate Achievement Standards

## READING STANDARDS FOR LITERATURE

### Key Ideas and Details

ELA.3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELA.AAS.3.1- Answer who, what, and where questions to demonstrate understanding of a story.

ELA.3.2- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

ELA.AAS.3.2- Identify the central message, lesson, or moral of a story; identify key details that support a central theme of a story.

ELA.3.3- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELA.AAS.3.3- Identify traits or feelings of a character in a story.

### Craft and Structure

ELA.3.6- Distinguish their own point of view from that of the narrator or those of the characters.

ELA.AAS.3.6- Identify the narrator's or character's point of view in a story.

### Integration of Knowledge and Ideas

ELA.3.7- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

ELA.AAS.3.7- Use illustrations and words to answer questions about the characters, setting, or events of a story.

## READING STANDARDS FOR INFORMATIONAL TEXT

### Key Ideas and Details

ELA.3.10- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELA.AAS.3.10- Answer who, what, and where questions to demonstrate understanding of an informational text.

ELA.3.11- Determine the main idea of a text; recount the key details and explain how they support the main idea.

ELA.AAS.3.11- Identify the main idea of an informational text; identify details in an informational text that support the main idea.

ELA.3.12- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.

ELA.AAS.3.12- Identify events, ideas, or steps in an informational text pertaining to time, sequence, or cause and effect.

### Craft and Structure

ELA.3.14- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

ELA.AAS.3.14- Use text features (e.g., title, illustrations, glossary, table of contents, imbedded digital tools) to locate information.

<b>Integration of Knowledge and Ideas</b>	
ELA.3.17- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).	ELA.AAS.3.17- Identify logical connections in an informational text (e.g., cause and effect; first, second, third in a sequence).
<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	
<b>Fluency</b>	
ELA.3.21- Read with sufficient accuracy and fluency to support comprehension.	ELA.AAS.3.21- Read and comprehend a text of 100 words with or without pictures.
ELA.3.21a- Read on-level text with purpose and understanding.	ELA.AAS.3.21a- Read on-level text with purpose and understanding.
ELA.3.21b- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
ELA.3.21c- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
<b>WRITING STANDARDS</b>	
<b>Text Types and Purposes</b>	
ELA.3.22- Write opinion pieces on topics or texts, supporting a point of view with reasons.	ELA.AAS.3.22- Compose opinion pieces by stating an opinion, providing a reason related to the opinion, and providing an appropriate conclusion related to the stated opinion.
ELA.3.22a- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	
ELA.3.22b- Provide reasons that support the opinion.	
ELA.3.22c- Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons.	
ELA.3.22d - Provide a concluding statement or section.	
ELA.3.23- Write informative or explanatory texts to examine a topic and convey ideas and information clearly.	ELA.AAS.3.23- Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.
ELA.3.23a- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
ELA.3.23b- Develop the topic with facts, definitions, and details.	
ELA.3.23c- Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.	

ELA.3.23d- Provide a concluding statement or section.	
<p>ELA.3.24- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>ELA.3.24a- Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.</p> <p>ELA.3.24b- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>ELA.3.24c- Use temporal words and phrases to signal event order.</p> <p>ELA.3.24d- Provide a sense of closure.</p>	ELA.AAS.3.24- Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.
<b>Research to Build and Present Knowledge</b>	
ELA.3.28- Conduct short research projects that build knowledge about a topic.	ELA.AAS.3.28- Ask and answer questions about a topic for a research project allowing the use of digital tools and/or differing forms of media.
ELA.3.29- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	ELA.AAS.3.29- Distinguish whether information (text, illustrated, and/or digital) is related to a given topic.
<b>SPEAKING AND LISTENING STANDARDS</b>	
<b>Comprehension and Collaboration</b>	
ELA.3.32- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	ELA.AAS.3.32- Ask and answer questions about a text read aloud and/or information presented orally through media including digital media.
ELA.3.33- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	ELA.AAS.3.33- Ask or answer questions about information presented orally.
<b>Presentation of Knowledge and Ideas</b>	
ELA.3.34- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	ELA.AAS.3.34- Report on a topic or tell a story, that includes a beginning, middle, and end, with relevant facts or details.
<b>LANGUAGE STANDARDS</b>	
<b>Conventions of Standard English</b>	
ELA.3.37- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	ELA.AAS.3.37- Demonstrate standard English grammar when communicating.

<p>ELA.3.37a- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>ELA.3.37b- Form and use regular and irregular plural nouns.</p> <p>ELA.3.37c- Use abstract nouns (e.g., <i>childhood</i>).</p> <p>ELA.3.37d- Form and use regular and irregular verbs.</p> <p>ELA.3.37e- Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>ELA.3.37f- Ensure subject-verb and pronoun-antecedent agreement. *</p> <p>ELA.3.37g- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>ELA.3.37h- Use coordinating and subordinating conjunctions.</p> <p>ELA.3.37i- Produce simple, compound, and complex sentences.</p> <p>ELA.3.38- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>ELA.3.38a- Capitalize appropriate words in titles.</p> <p>ELA.3.38b- Use commas in addresses.</p> <p>ELA.3.38c- Use commas and quotation marks in dialogue.</p> <p>ELA.3.38d- Form and use possessives.</p> <p>ELA.3.38e- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>ELA.3.38f- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>ELA.3.38g- Write legibly in cursive.</p>	<p>ELA.AAS.3.37a- Demonstrate correct use of nouns and verbs.</p> <p>ELA.AAS.3.37b- Demonstrate correct use of plural nouns.</p> <p>ELA.AAS.3.37c- Demonstrate correct use of adjectives.</p> <p>ELA.AAS.3.37f- Demonstrate correct use of pronouns.</p> <p>ELA.AAS.3.37g- Demonstrate correct use of adverbs.</p> <p>ELA.AAS.3.38- Use a capital letter at the beginning of a first name.</p> <p>ELA.AAS.3.38a- Use a capital letter at the beginning of a sentence.</p> <p>ELA.AAS.3.38b- Use punctuation at the end of a sentence.</p> <p>ELA.AAS.3.38e- Correctly spell high frequency words.</p>
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<p>ELA.3.38h- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
<b>Vocabulary Acquisition and Use</b>	
<p>ELA.3.40- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>ELA.3.40a- Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELA.3.40b- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p> <p>ELA.3.40c- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p>ELA.3.40d- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>ELA.AAS.3.40a- Use context clues to determine the meaning of a word or phrase in a sentence.</p> <p>ELA.AAS.3.40d- Utilize a dictionary, glossary, and/or digital resources to find the meaning of words.</p>
<p>ELA.L.3.41- Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>ELA.3.41a- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>ELA.3.41b- Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>ELA.3.41c- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p>ELA.AAS.3.41- Identify common synonyms and antonyms (e.g., happy-glad, hot-cold).</p> <p>ELA.AAS.3.41b- Identify words that describe how people act (e.g. describe people who are friendly or helpful).</p>

# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 4 ELA

### General Education Standards

### Alabama Alternate Achievement Standards

#### READING STANDARDS FOR LITERATURE

##### Key Ideas and Details

ELA.4.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELA.AAS.4.1- Answer who, what, when, and where questions to demonstrate understanding of a story.

ELA.4.2- Determine a theme of a story, drama, or poem from details in the text; summarize the text.

ELA.AAS.4.2- Identify the main idea of a story and retell the story.

ELA.4.3- 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).

ELA.AAS.4.3- Describe and/or identify a character, a setting, or an event in a story.

##### Craft and Structure

ELA.4.6- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

ELA.AAS.4.6- Identify first- and third-person narrations.

##### Integration of Knowledge and Ideas

ELA.4.7- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

ELA.AAS.4.7- Use the text and/or an illustration to identify a character or setting in a story.

#### READING STANDARDS FOR INFORMATIONAL TEXT

##### Key Ideas and Details

ELA.4.10- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELA.AAS.4.10- Answer who, what, when, and where questions to demonstrate understanding of an informational text.

ELA.4.11- Determine the main idea of a text and explain how it is supported by key details; summarize the text.

ELA.AAS.4.11- Identify the main idea of an informational text and details that support the main idea.

ELA.4.12- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

ELA.AAS.4.12- Identify events, procedures, ideas, or concepts in an informational text.

##### Craft and Structure

ELA.4.14- Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.

ELA.AAS.4.14- Identify the structure of an informational text (e.g., problem-solution, sequence of events).

<b>Integration of Knowledge and Ideas</b>	
ELA.4.17- Explain how an author uses reasons and evidence to support particular points in a text.	ELA.AAS.4.17- Identify reasons or evidence to support the main idea or points in an informational text.
<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	
<b>Fluency</b>	
ELA.4.21- Read with sufficient accuracy and fluency to support comprehension.	ELA.AAS.4.21- Read/identify 150 words associated with pictures or tangible objects.
<b>WRITING STANDARDS</b>	
<b>Text Types and Purposes</b>	
<p>ELA.4.22- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>ELA.4.22a- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>ELA.4.22b- Provide reasons that are supported by facts and details.</p> <p>ELA.4.22c- Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>ELA.4.22d- Provide a concluding statement or section related to the opinion presented.</p>	<p>ELA.AAS.4.22- Compose opinion pieces by stating an opinion, providing reasons related to the opinion, and providing an appropriate conclusion related to the stated opinion.</p>
<p>ELA.4.23- Write informative or explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>ELA.4.23a- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>ELA.4.23b- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>ELA.4.23c- Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>ELA.4.23d- Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>ELA.4.23e- Provide a concluding statement or section related to the information or explanation presented.</p>	<p>ELA.AAS.4.23- Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.</p>



<p>ELA.4.24- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>ELA.4.24a- Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.</p> <p>ELA.4.24b- Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>ELA.4.24c- Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>ELA.4.24d- Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>ELA.4.24e- Provide a conclusion that follows from the narrated experiences or events.</p>	<p>ELA.AAS.4.24- Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.</p>
<b>Research to Build and Present Knowledge</b>	
<p>ELA.4.29- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>ELA.AAS.4.29- Identify information that is relevant to a given topic.</p>
<p>ELA.4.30- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELA.4.30a- Apply <i>Grade 4 Reading standards</i> to literature (e.g. “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).</p> <p>ELA.4.30b- Apply <i>Grade 4 Reading standards</i> to informational texts (e.g. “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>ELA.AAS.4.30- Identify evidence from literary or informational texts to support a research topic.</p>
<b>SPEAKING AND LISTENING STANDARDS</b>	
<b>Comprehension and Collaboration</b>	
<p>ELA.4.33- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>ELA.AAS.4.33- Identify the main idea or details in a text read aloud or presented in other diverse forms of media.</p>
<p>ELA.4.34- Identify the reasons and evidence a speaker provides to support points.</p>	<p>ELA.AAS.4.34- Ask and answer questions about information provided by a speaker.</p>

<b>Presentation of Knowledge and Ideas</b>	
ELA.4.35- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	ELA.AAS.4.35- Report on a topic or tell a story, including a beginning, middle, and end and including relevant facts or details.
<b>LANGUAGE STANDARDS</b>	
<b>Conventions of Standard English</b>	
<p>ELA.4.38- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>ELA.4.38a- Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>ELA.4.38b- Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>ELA.4.38c- Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>ELA.4.38d- Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>ELA.4.38e- Form and use prepositional phrases.</p> <p>ELA.4.38f- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>ELA.4.38g- Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	<p>ELA.AAS.4.38- Demonstrate standard English grammar when communicating.</p> <p>ELA.AAS.4.38a- Demonstrate correct use of nouns and verbs.</p> <p>ELA.AAS.4.38b- Demonstrate correct use of plural nouns.</p> <p>ELA.AAS.4.38d- Demonstrate correct use of adjectives.</p> <p>ELA.AAS.4.38f - Produce complete sentences.</p>
<p>ELA.4.39- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>ELA.4.39a- Use correct capitalization.</p> <p>ELA.4.39b- Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>ELA.4.39c- Use a comma before a coordinating conjunction in a compound sentence.</p> <p>ELA.4.39d- Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>ELA.AAS.4.39 – Use punctuation at the end of a sentence.</p> <p>ELA.AAS.4.39a – Use a capital letter at the beginning of every sentence and at the beginning of every first name.</p> <p>ELA.AAS.4.39d- Spell and/or identify appropriately chosen words correctly; may consult references as needed.</p>

<b>Vocabulary Acquisition and Use</b>	
<p>ELA.4.41- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>ELA.4.41a- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>ELA.4.41b- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>ELA.4.41c- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>ELA.AAS.4.41a- Identify the meaning of a word used in context.</p> <p>ELA.AAS.4.41c- Demonstrate the ability to use dictionaries, glossaries, thesauruses, etc. to find the pronunciation and meaning of key words and phrases.</p>
<p>ELA. 4.42- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>ELA.4.42a- Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>ELA.4.42b- Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>ELA.4.42c- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>ELA.AAS.4.42- Demonstrate understanding of simple and/or various forms of figurative language.</p> <p>ELA.AAS.4.42c- Identify common synonyms and antonyms (e.g., happy-glad, hot-cold).</p>

# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 5 ELA

### General Education Standards

### Alabama Alternate Achievement Standards

#### READING STANDARDS FOR LITERATURE

##### Key Ideas and Details

ELA.5.1- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELA.AAS.5.1- Find in the text and/or answer who, what, why, when, and where questions about a story.

ELA.5.2- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

ELA.AAS.5.2- Identify the main idea of a story; identify a problem and its solution in a story; summarize a story.

ELA.5.3- 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).

ELA.AAS.5.3- Compare and contrast two characters or events in a story.

##### Craft and Structure

ELA.5.6- Describe how a narrator's or speaker's point of view influences how events are described.

ELA.AAS.5.6- Describe how the author's point of view shapes how the events happen.

#### READING STANDARDS FOR INFORMATIONAL TEXT

##### Key Ideas and Details

ELA.5.10- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELA.AAS.5.10- Find in the text/or answer who, what, why, when, and where questions to demonstrate understanding of an informational text.

ELA.5.11- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELA.AAS.5.11- Identify the main idea of an informational text; identify the events or details in an informational text; summarize an informational text.

ELA.5.12- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

ELA.AAS.5.12- Identify the relationship/connection between two individuals, events, or ideas in an informational text.

##### Craft and Structure

ELA.5.14- Compare and contrast the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in two or more texts.

ELA.AAS.5.14- Identify the structure (problem-solution, sequence of events, cause and effect) in a text or part of a text.

ELA.5.15- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

ELA.AAS.5.15- Identify the similarities and differences of the same event through various authors' points of view.

<b>Integration of Knowledge and Ideas</b>	
ELA.5.17- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	ELA.AAS.5.17- Identify the reasons or evidence that support an idea or point in an informational text.
<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	
<b>Fluency</b>	
ELA.5.21-Read with sufficient accuracy and fluency to support comprehension.  ELA.5.21a- Read on-level text with purpose and understanding.  ELA.5.21b- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  ELA.5.21c- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	ELA.AAS.5.21- Read/identify 200 words associated with pictures or tangible objects.
<b>WRITING STANDARDS</b>	
<b>Text Types and Purposes</b>	
ELA.5.22- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  ELA.5.22a- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.  ELA.5.22b- Provide logically ordered reasons that are supported by facts and details.  ELA.5.22c- Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ).  ELA.5.22d- Provide a concluding statement or section related to the opinion presented.	ELA.AAS.5.22- Compose opinion pieces by stating an opinion, providing facts or reasons supporting the opinion, and providing an appropriate conclusion related to the stated opinion.
ELA.5.23- Write informative or explanatory texts to examine a topic and convey ideas and information clearly.  ELA.5.23a- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	ELA.AAS.5.23- Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.

<p>ELA.5.23b- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>ELA.5.23c- Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>ELA.5.23d- Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>ELA.5.23e- Provide a concluding statement or section related to the information or explanation presented.</p>	
<p>ELA.5.24- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>ELA.5.24a- Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.</p> <p>ELA.5.24b- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>ELA.5.24c- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>ELA.5.24d- Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>ELA.5.24e- Provide a conclusion that follows from the narrated experiences or events.</p>	<p>ELA.AAS.5.24- Compose narrative texts by introducing characters or a narrator, organizing events in sequence and providing an ending related to the event sequence.</p>
<p><b>Research to Build and Present Knowledge</b></p>	
<p>ELA.5.28- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELA.5.30- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELA.5.30a- Apply <i>Grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>	<p>ELA.AAS.5.28- Identify evidence from more than one text to support a research topic.</p> <p>ELA.AAS.5.30- Analyze evidence from literary or informational texts to support a research topic.</p>

<p>ELA.5.30b- Apply <i>Grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	
<p><b>SPEAKING AND LISTENING STANDARDS</b></p>	
<p><b>Comprehension and Collaboration</b></p>	
<p>ELA.5.33- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>ELA.AAS.5.33- Identify the main ideas and details in a text read aloud or presented in other diverse forms of media.</p>
<p>ELA.5.34- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>ELA.AAS.5.34- Ask and answer questions about the information provided by a speaker.</p>
<p><b>Presentation of Knowledge and Ideas</b></p>	
<p>ELA.5.35- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>ELA.AAS.5.35- Report on a topic, using a beginning, middle, and end and relevant facts and details; state an opinion about the topic.</p>
<p><b>LANGUAGE STANDARDS</b></p>	
<p><b>Conventions of Standard English</b></p>	
<p>ELA.5.38- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>ELA.5.38a- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>ELA.5.38b- Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>ELA.5.38c- Use verb tense to convey various times, sequences, states, and conditions.</p> <p>ELA.5.38d- Recognize and correct inappropriate shifts in verb tense. *</p> <p>ELA.5.38e- Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	<p>ELA.AAS.5.38- Demonstrate standard English grammar when communicating.</p> <p>ELA.AAS.5.38a- Use conjunctions and prepositions correctly in sentences.</p> <p>ELA.AAS.5.38b- Use correct verb tenses when speaking and/or writing.</p> <p>ELA.AAS.5.38e- Use conjunctions correctly (i.e., <i>and</i> and <i>or</i>).</p>
<p>ELA.5.39- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>ELA.5.39a- Use punctuation to separate items in a series. *</p>	<p>ELA.AAS.5.39- Demonstrate standard English grammar when communicating.</p> <p>ELA.AAS.5.39a- Use commas correctly in a sentence that contains a series of items.</p>

<p>ELA.5.39b- Use a comma to separate an introductory element from the rest of the sentence.</p> <p>ELA.5.39c- Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>ELA.5.39d- Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>ELA.5.39e- Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>ELA.AAS.5.39d- Use quotation marks to identify titles of written works.</p>
<b>Vocabulary Acquisition and Use</b>	
<p>ELA.5.41- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>ELA.5.41a- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>ELA.5.41b- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>ELA.5.41c- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>ELA.AAS.5.41- Identify the meaning of a word used in context.</p> <p>ELA.AAS.5.41c- Use a dictionary or a glossary to find the meaning of a word.</p>
<p>ELA.5.42- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>ELA.5.42a- Interpret figurative language, including similes and metaphors, in context.</p> <p>ELA.5.42b- Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>ELA.5.42c- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>ELA.AAS.5.42- Demonstrate understanding of simple and/or various forms of figurative language.</p> <p>ELA.AAS.5.42c- Identify common synonyms and antonyms (e.g., happy-glad, hot-cold).</p>



# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 6 ELA

General Education Standards	Alabama Alternate Achievement Standards
<b>READING STANDARDS FOR LITERATURE</b>	
<b>Key Ideas and Details</b>	
ELA.6.1- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.AAS.6.1- Answer who, what, where, when, and why questions about stories using textual evidence for support.
ELA.6.2- Determine a theme or central idea of a text and how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments.	ELA.AAS.6.2- Identify the theme or main idea of a story; provide a simple summary of a story.
ELA.6.3- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	ELA.AAS.6.3- Identify the plot of a story including exposition, conflicts, rising action, climax, falling action, and resolution; describe how the dynamic character changes throughout a story (beginning, middle, and end).
<b>Craft and Structure</b>	
ELA.6.6- Explain how an author develops the point of view of the narrator or speaker in a text.	ELA.AAS.6.6- Identify one or more influences that shape an author's point of view.
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	
<b>Key Ideas and Details</b>	
ELA.6.11- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.AAS.6.11- Answer who, what, where, when, and why questions about informational text, using textual evidence for support.
ELA.6.12- Determine a particular central idea of a text and how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments.	ELA.AAS.6.12- Identify the central idea of an informational text; summarize an informational text.
ELA.6.13- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	ELA.AAS.6.13- Identify how individuals, events, or ideas in an informational text are presented (e.g., through examples, sequential order, fact and opinion, fact and details).
<b>Craft and Structure</b>	
ELA.6.16- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	ELA.AAS.6.16- Identify the author's purpose in an informational text (i.e., to inform, persuade, entertain).
<b>Integration of Knowledge and Ideas</b>	
ELA.6.17- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	ELA.AAS.6.17- Use information presented in different media or formats (e.g., video, print) to demonstrate understanding of a topic or issue.

<p>ELA.6.18- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>ELA.AAS.6.18- Identify the argument and claim in a text.</p>
<p><b>WRITING STANDARDS</b></p>	
<p><b>Text Types and Purposes</b></p>	
<p>ELA.6.21- Write arguments to support claims with clear reasons and relevant evidence.</p> <p>ELA.6.21a- Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>ELA.6.21b- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>ELA.6.21c- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>ELA.6.21d- Establish and maintain a formal style.</p> <p>ELA.6.21e- Provide a concluding statement or section that follows from the argument presented.</p>	<p>ELA.AAS.6.21- Compose an argument to support a claim by stating a claim, providing facts or reasons supporting the claim, and providing an appropriate conclusion related to the stated argument.</p>
<p>ELA.6.22- Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELA.6.22a- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>ELA.6.22b- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>ELA.6.22c- Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>ELA.6.22d- Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>ELA.6.22e- Establish and maintain a formal style.</p>	<p>ELA.AAS.6.22- Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.</p> <p>ELA.AAS.6.22a – Introduce a topic.</p> <p>ELA.AAS.6.22b – Develop a topic with facts, details, or other information and examples.</p>

<p>ELA.6.22f- Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>ELA.AAS.6.22f – Provide a concluding statement.</p>
<p>ELA.6.23- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>ELA.6.23a- Engage and orient the reader by establishing a context and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.</p> <p>ELA.6.23b- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>ELA.6.23c- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>ELA.6.23d- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>ELA.6.23e- Provide a conclusion that follows from the narrated experiences or events.</p>	<p>ELA.AAS.6.23- Compose narrative texts by introducing characters and/or a narrator, organizing events in sequence, and providing an ending related to the event sequence.</p>
<p><b>Research to Build and Present Knowledge</b></p>	
<p>ELA.6.27- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>ELA.AAS.6.27- Conduct a short research project and construct a product.</p>
<p>ELA.6.29- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELA.6.29a- Apply <i>Grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>ELA.6.29b- Apply <i>Grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>ELA.AAS.6.29- Draw evidence from a literary or informational text to support a research topic.</p>

<b>SPEAKING AND LISTENING STANDARDS</b>	
<b>Comprehension and Collaboration</b>	
ELA.6.32- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	ELA.AAS.6.32- Ask a question or make an on-topic comment regarding a text read aloud or from other diverse forms of media.
ELA.6.33- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	ELA.AAS.6.33- Identify an argument or claim presented by a speaker.
<b>Presentation of Knowledge and Ideas</b>	
ELA.6.34- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	ELA.AAS.6.34- Present a claim, using a beginning, middle, and end and including relevant facts and details.
<b>LANGUAGE STANDARDS</b>	
<b>Conventions of Standard English</b>	
<p>ELA.6.37- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>ELA.6.37a- Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects. (Alabama)</p> <p>ELA.6.37b- Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>ELA.6.37c- Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>ELA.6.37d- Recognize and correct inappropriate shifts in pronoun number and person. *</p> <p>ELA.6.37e- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>ELA.6.37f- Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. *</p>	<p>ELA.AAS.6.37- Demonstrate standard English grammar when communicating.</p> <p>ELA.AAS.6.37a- Use a complete sentence when asking and answering questions.</p> <p>ELA.AAS.6.37b- Use correct nouns and verbs.</p> <p>ELA.AAS.6.37c- Use correct pronouns.</p>
ELA.6.38- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	ELA.AAS.6.38- Demonstrate understanding of capitalization, punctuation, and spelling when writing.

<p>ELA.6.38a- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements. *</p> <p>ELA.6.38b- Spell correctly.</p>	<p>ELA.AAS.6.38a- Use a period, a question mark, or an exclamation point correctly.</p>
<b>Vocabulary Acquisition and Use</b>	
<p>ELA.6.40- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>ELA.6.40a- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>ELA.6.40b- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>ELA.6.40c- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>ELA.6.40d- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>ELA.AAS.6.40- Determine the meanings of words.</p> <p>ELA.AAS.6.40a- Use phrases and context clues to determine the meaning of a word or phrase.</p> <p>ELA.AAS.6.40c – Use reference materials to find the pronunciation of a word or determine its meaning.</p> <p>ELA.AAS.6.40d - Verify the meaning of a word or phrase by using a dictionary.</p>
<p>ELA.6.41- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>ELA.41a- Interpret figures of speech (e.g., personification) in context.</p> <p>ELA.41b- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>ELA.6.41c- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>	<p>ELA.AAS.6.41- Identify the meaning of figurative language in context.</p> <p>ELA.AAS.6.41a- Demonstrate understanding of simple and/or various forms of figurative language.</p> <p>ELA.AAS.6.41b- Identify the relationship between words.</p>

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

GRADE 7 ELA

**General Education Standards**

**Alabama Alternate Achievement Standards**

**READING STANDARDS FOR LITERATURE**

**Key Ideas and Details**

ELA.7.1- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA.AAS.7.1- Answer who, what, when, where, and why questions of stories, using textual evidence for support.

ELA.7.2- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

ELA.AAS.7.2- Identify the theme or main idea of a story; provide a simple summary for a story.

ELA.7.3- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

ELA.AAS.7.3- Identify the plot of a story including exposition, conflicts/rising action, climax, falling action, and resolution; describe how the dynamic character changes throughout a story (beginning, middle, and end).

**Craft and Structure**

ELA.7.6- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

ELA.AAS.7.6- Identify the point of view of the narrator and other characters within a text.

**READING STANDARDS FOR INFORMATIONAL TEXT**

**Key Ideas and Details**

ELA.7.10- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA.AAS.7.10- Answer who, what, when, where, and why questions of informational text, using textual evidence as support.

ELA.7.11- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

ELA.AAS.7.11- Determine two or more central ideas; provide a summary of the text.

ELA.7.12- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

ELA.AAS.7.12- Identify how individuals, events, or ideas interact in an informational text.

**Craft and Structure**

ELA.7.14- 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.

ELA.AAS.7.14- Identify the structure (chronology, comparison, problem and solution) of a text or part of an informational text.

ELA.7.15- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

ELA.AAS.7.15- Identify the author's purpose in an informational text (i.e., to inform, persuade, entertain).

## WRITING STANDARDS

### Text Types and Purposes

ELA.7.20- Write arguments to support claims with clear reasons and relevant evidence.

ELA.7.20a- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

ELA.7.20b- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

ELA.7.20c- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

ELA.7.20d- Establish and maintain a formal style.

ELA.7.20e- Provide a concluding statement or section that follows from and supports the argument presented

ELA.AAS.7.20- Compose an argument to support a claim by stating a claim, providing facts or reasons supporting the claim, and providing an appropriate conclusion related to the stated argument.

ELA.7.21- Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELA.7.21a- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

ELA.7.21b- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

ELA.7.21c- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

ELA.7.21d- Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELA.7.21e- Establish and maintain a formal style.

ELA.AAS.7.21- Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.

<p>ELA.7.21f- Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
<p>ELA.7.22- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>ELA.7.22a- Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.</p> <p>ELA.7.22b- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>ELA.7.22c- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>ELA.7.22d- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>ELA.W.22e- Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>ELA.AAS.7.22- Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.</p>
<b>Research to Build and Present Knowledge</b>	
<p>ELA.7.27- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>ELA.AAS.7.27- Gather and classify information that is relevant to a topic and subtopics; paraphrase data and conclusions.</p>
<p>ELA.7.28- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELA.7.28a- Apply <i>Grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>ELA.7.28b- Apply <i>Grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims”).</p>	<p>ELA.AAS.7.28- Draw evidence from a literary or informational text to support a research topic.</p>



<b>SPEAKING AND LISTENING STANDARDS</b>	
<b>Comprehension and Collaboration</b>	
ELA.7.31- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	ELA.AAS.7.31- Ask a question or make an on-topic comment regarding a text read aloud or from any other diverse form of media.
ELA.7.32- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	ELA.AAS.7.32- Ask and answer questions about information provided by a speaker.
<b>Presentation of Knowledge and Ideas</b>	
ELA.7.33- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	ELA.AAS.7.33- Present a claim that includes a beginning, middle, and end, and using relevant facts and details.
<b>LANGUAGE STANDARDS</b>	
<b>Conventions of Standard English</b>	
ELA.7.36- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	ELA.AAS.7.36- Demonstrate standard English grammar when communicating.
ELA.7.36a- Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. (Alabama)	ELA.AAS.7.36a- Use a complete sentence when asking and answering questions.
ELA.7.36b- Explain the function of phrases and clauses in general and their function in specific sentences.	ELA.AAS.7.36b- Use conjunctions correctly in sentences.
ELA.7.36c- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
ELA.7.36d- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	
ELA.7.37- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	ELA.AAS.7.37- Demonstrate understanding of capitalization, punctuation, and spelling when writing.
ELA.7.37a- Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).	ELA.AAS.7.37a- Use commas to separate items in a list.
ELA.7.37b- Spell correctly.	

## Vocabulary Acquisition and Use

ELA.7.39- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 7 reading and content*, choosing flexibly from a range of strategies.

ELA.7.39a- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

ELA.7.39b- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

ELA.7.39c- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

ELA.7.39d- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELA.AAS.7.39- Determine the meaning of a word or phrase.

ELA.AAS.7.39a- Use context clues to determine the meaning of a word or phrase.

ELA.AAS.7.39b- Identify common affixes and roots as clues to the meaning of a word.

ELA.AAS.7.39c- Demonstrate the ability to use reference materials to find the pronunciation of a word or determine its meaning.

ELA.AAS.7.39d – Verify the meaning of a word or phrase using a dictionary.

# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 8 ELA

### General Education Standards

### Alabama Alternate Achievement Standards

#### READING STANDARDS FOR LITERATURE

##### Key Ideas and Details

ELA.8.1- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELA.AAS.8.1- Answer who, what, when, where, and why questions to analyze stories, using textual evidence and inferences as support.

ELA.8.2- 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.

ELA.AAS.8.2- Determine a theme and identify the connection between the theme and characters or setting in a story; create a summary of a story.

ELA.8.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

ELA.AAS.8.3- Identify how aspects of a character are revealed through events in a story.

##### Craft and Structure

ELA.8.6- 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.

ELA.AAS.8.6- Describe the different points of view of different characters in a story; analyze how they create suspense or humor.

#### READING STANDARDS FOR INFORMATIONAL TEXT

##### Key Ideas and Details

ELA.8.10- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELA.AAS.8.10- Answer who, what, when, where, and why questions to analyze informational text, using textual evidence and inferences as support.

ELA.8.11- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

ELA.AAS.8.11- Identify the central idea of an informational text citing supporting ideas; create a summary to an informational text.

ELA.8.12- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

ELA.AAS.8.12- Identify similarities or differences between individuals, ideas, or events in an informational text.

##### Craft and Structure

ELA.8.14- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

ELA.AAS.8.14- Identify the structure (chronology, comparison, problem and solution) of a text or part of an informational text.

ELA.8.15- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

ELA.AAS.8.15- Identify the author's purpose (i.e., to inform, entertain, persuade) in an informational text.

<b>Integration of Knowledge and Ideas</b>	
ELA.8.17- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	ELA.AAS.8.17- Identify the argument and claims in an informational text.
<b>WRITING STANDARDS</b>	
<b>Text Types and Purposes</b>	
<p>ELA.8.20- Write arguments to support claims with clear reasons and relevant evidence.</p> <p>ELA.8.20a- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>ELA.8.20b- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>ELA.8.20c- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>ELA.8.20d- Establish and maintain a formal style.</p> <p>ELA.8.20e- Provide a concluding statement or section that follows from and supports the argument presented.</p>	ELA.AAS.8.20- Compose an argument to support a claim by stating a claim, providing facts or reasons supporting the claim, and providing an appropriate conclusion related to the stated argument.
<p>ELA.8.21- Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELA.8.21a- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>ELA.8.21b- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>ELA.8.21c- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	ELA.AAS.8.21- Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.

<p>ELA.8.21d- Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>ELA.8.21e- Establish and maintain a formal style.</p> <p>ELA.8.21f- Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
<p>ELA.8.22- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>ELA.8.22a- Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.</p> <p>ELA.8.22b- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>ELA.8.22c- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>ELA.8.22d- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>ELA.8.22e- Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>ELA.AAS.8.22- Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.</p>
<b>Research to Build and Present Knowledge</b>	
<p>ELA.8.26- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>ELA.8.28- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELA.8.28a- Apply <i>Grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>	<p>ELA.AAS.8.26- Ask and answer questions to conduct research on a topic and produce a product.</p> <p>ELA.AAS.8.28- Draw evidence from a literary or informational text to support an analysis or research topic.</p>

<p>ELA.8.28b- Apply <i>Grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	
<p><b>SPEAKING AND LISTENING STANDARDS</b></p>	
<p><b>Comprehension and Collaboration</b></p>	
<p>ELA.8.31- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>ELA.AAS.8.31- Compare and/or contrast different types of diverse media (e.g., video, news, commercial, etc.); evaluate the motive of diverse media or information.</p>
<p>ELA.8.32- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>ELA.AAS.8.32- Ask and answer questions about information provided by a speaker.</p>
<p><b>Presentation of Knowledge and Ideas</b></p>	
<p>ELA.8.33- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>ELA.AA.8.33- Present a claim, which includes a beginning, middle, and end, and use relevant facts and details.</p>
<p><b>LANGUAGE STANDARDS</b></p>	
<p><b>Conventions of Standard English</b></p>	
<p>ELA.8.36- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>ELA.8.36a- Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. (Alabama)</p> <p>ELA.8.36b -Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>ELA.8.36c- Form and use verbs in the active and passive voice.</p> <p>ELA.8.36d- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>ELA.8.36e- Recognize and correct inappropriate shifts in verb voice and mood.*</p>	<p>ELA.AAS.8.36- Demonstrate standard English grammar when communicating.</p> <p>ELA.AAS.8.36a- Use a complete sentence with appropriate subject-verb agreement when asking and answering questions.</p>

<p>ELA.8.37- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>ELA.8.37a- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>ELA.L.8.37b- Use an ellipsis to indicate an omission.</p> <p>ELA.8.37c- Spell correctly.</p>	<p>ELA.AAS.8.37- Demonstrate understanding of capitalization, punctuation, and spelling when writing.</p> <p>ELA.AAS.8.37a- Use a period, a question mark, an exclamation point, and commas in a series correctly.</p>
<b>Vocabulary Acquisition and Use</b>	
<p>ELA.8.39- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>ELA.8.39a- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>ELA.8.39b- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>ELA.8.39c- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>ELA.8.39d- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>ELA.AAS.L8.39- Identify reference materials (print/digital) and their purposes.</p> <p>ELA.AAS.8.39a- Use context clues to determine the meaning of a word or phrase.</p> <p>ELA.AAS.8.39c- Identify reference materials and their purposes; demonstrate the ability to use reference materials to find the pronunciation of a word or determine its meaning.</p> <p>ELA.AAS.8.39d - Verify the meaning of a word using a dictionary.</p>
<p>ELA.8.40- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>ELA.L.8.40a- Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>ELA.8.40b- Use the relationship between particular words to better understand each of the words.</p> <p>ELA.8.40c- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	<p>ELA.AAS.8.40- Determine the meaning of figurative language in context.</p> <p>ELA.AAS.8.40a- Identify the meaning of a simile or metaphor.</p> <p>ELA.AAS.8.40b- Identify the relationship between particular words (e.g., part/whole, item/category).</p>

# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 9 ELA

### General Education Standards

### Alabama Alternate Achievement Standards

## READING STANDARDS FOR LITERATURE

### Key Ideas and Details

ELA.9.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA.AAS.9.1- Answer who, what, when, where, and why questions to analyze stories, using textual evidence and inferences as support.

ELA.9.2- 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.

ELA.AAS.9.2- Determine a theme or central idea. Identify how the theme develops throughout a text citing specific details; create an objective summary of a story.

ELA.9.3- 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.

ELA.AAS.9.3- Describe how characters interact and develop in a story.

### Craft and Structure

ELA.9.6- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

ELA.AAS.9.6- Describe the point of view or cultural experience in a story from world literature.

## READING STANDARDS FOR INFORMATIONAL TEXT

### Key Ideas and Details

ELA.9.10- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA.AAS.9.10- Answer who, what, when, where, and why questions to analyze informational text, using textual evidence and inferences as support.

ELA.9.11- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELA.AAS.9.11- Identify how the main idea develops throughout a text; create an objective summary of an informational text.

ELA.9.12- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

ELA.AAS.9.12- Identify how the author develops a series of ideas or events and/or the connections between the ideas or events in an informational text.

### Craft and Structure

ELA.9.14- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELA.AAS.9.14- Analyze how the author's ideas or claims are developed in an informational text.



<p>ELA.9.15- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>ELA.AAS.9.15- Identify the author's point of view and purpose in an informational text.</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p>ELA.9.17- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>ELA.AAS.9.17- Identify the argument and/or claims in an informational text; evaluate whether information is true and necessary.</p>
<p>ELA.9.18- Analyze seminal European documents of historical significance (e.g., Magna Carta; English Bill of Rights; The Social Contract, or Principles of Political Right), including how they address related themes and concepts included in United States' documents of historical and literary significance. (Alabama)</p>	<p>ELA.AAS.9.18- Identify themes and concepts in a modified or partial European document of historical significance.</p>
<p><b>WRITING STANDARDS</b></p>	
<p><b>Text Types and Purposes</b></p>	
<p>ELA.9.20- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ELA.9.20a- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>ELA.9.20b- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>ELA.9.20c- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>ELA.9.20d- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>ELA.9.20e- Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>ELA.AAS.9.20- Compose an argument to support a claim by stating a claim, providing facts or reasons supporting the claim, and providing an appropriate conclusion related to the stated argument.</p>
<p>ELA.9.21- 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.</p>	<p>ELA.AAS.9.21- Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.</p>

ELA.9.21a- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

ELA.9.21b- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

ELA.9.21c- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

ELA.9.21d- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

ELA.9.21e- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ELA.9.21f- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELA.9.22- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELA.9.22a- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events.

ELA.9.22b- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

ELA.9.22c- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

ELA.9.22d- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

ELA.AAS.9.22- Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.

<p>ELA.9.22e- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<p><b>Research to Build and Present Knowledge</b></p>	
<p>ELA.9.26- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>ELA.AAS.9.26- Ask and answer questions about a research topic, including the use of two sources.</p>
<p>ELA.9.28- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELA.9.28a- <i>Apply Grade 9 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</i></p> <p>ELA.9.28b- <i>Apply Grade 9 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</i></p>	<p>ELA.AAS.9.28- Draw evidence from a literary or informational text to support an analysis or research topic.</p>
<p><b>SPEAKING AND LISTENING STANDARDS</b></p>	
<p><b>Comprehension and Collaboration</b></p>	
<p>ELA.9.32- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>ELA.AAS.9.32- Identify a speaker’s point of view; identify evidence used to support the point of view of the speaker.</p>
<p><b>LANGUAGE STANDARDS</b></p>	
<p><b>Conventions of Standard English</b></p>	
<p>ELA.9.36- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>ELA.9.36a- Apply rules of subject-verb agreement when the subject has compound parts joined by <i>or</i> with the second element as singular or plural. (Alabama)</p> <p>ELA.9.36b- Apply rules of subject-verb agreement with the subjunctive mood. (Alabama)</p> <p>ELA.9.36c- Use parallel structure.*</p>	<p>ELA.AAS.9.36- Demonstrate standard English grammar when communicating.</p> <p>ELA.AAS.9.36a - Use a complete sentence with appropriate subject-verb agreement when asking and answering questions.</p> <p>ELA.AAS.9.36b- Use correct subject-verb agreement.</p>

<p>ELA.9.36d- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	
<p>ELA.9.37- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>ELA.9.37a- Use commas correctly with non-essential appositives. (Alabama)</p> <p>ELA.9.37b- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>ELA.9.37c- Use a colon to introduce a list or quotation.</p> <p>ELA.9.37d- Spell correctly.</p>	<p>ELA.AAS.9.37- Demonstrate understanding of capitalization, punctuation, and spelling when writing.</p> <p>ELA.AAS.9.37a- Use commas in a series correctly.</p> <p>ELA.AAS.9.37c- Use a colon to introduce a list.</p>
<b>Vocabulary Acquisition and Use</b>	
<p>ELA.9.39- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 9 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>ELA.9.39a- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>ELA.9.39b- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>ELA.9.39c- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>ELA.9.39d- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>ELA.AAS.9.39- Identify the meaning of an unknown word or phrase.</p> <p>ELA.AAS.9.39a - Use context clues to determine the meaning of a word or phrase that may have multiple meanings.</p> <p>ELA.AAS.9.39c- Identify reference materials and their purposes; demonstrate the ability to use reference materials to find the pronunciation of a word or determine its meaning.</p> <p>ELA.AAS.9.39d - Verify the meaning of a word using a dictionary.</p>

<p>ELA.9.40- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>ELA.9.40a- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>ELA.9.40b- Analyze nuances in the meaning of words with similar denotations.</p>	<p>ELA.AAS.9.40- Determine the meaning of figurative language in context.</p> <p>ELA.AAS.9.40a- Identify the meaning of a simile or metaphor used in a text.</p>
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# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 10 ELA

### General Education Standards

### Alabama Alternate Achievement Standards

## READING STANDARDS FOR LITERATURE

### Key Ideas and Details

ELA.10.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA.AAS.10.1- Answer who, what, when, where, and why questions to analyze stories, using textual evidence and inferences as support.

ELA.10.2- 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.

ELA.AAS.10.2- Determine a theme and identify how the theme develops throughout a text, citing specific details; create an objective summary of a story.

ELA.10.3- 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.

ELA.AAS.10.3- Describe how characters interact and develop in a story.

### Craft and Structure

ELA.10.6- Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide reading of American literature.

ELA.AAS.10.6- Describe the point of view or cultural experience reflected in a work of early American literature to 1900.

## READING STANDARDS FOR INFORMATIONAL TEXT

### Key Ideas and Details

ELA.10.10- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA.AAS.10.10- Answer who, what, when, where, and why questions to analyze informational text, using textual evidence and inferences as support.

ELA.10.11- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELA.AAS.10.11- Identify how the main idea develops throughout a text; create an objective summary of an informational text.

ELA.10.12- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

ELA.AAS.10.12- Identify how the author develops a series of ideas or events and/or the connections between the ideas or events in an informational text.

### Craft and Structure

ELA.10.14- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELA.AAS.10.14- Analyze how the author's ideas or claims are developed in an informational text.

ELA.10.15- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

ELA.AAS.10.15- Identify the author's point of view and purpose in an informational text.

<b>Integration of Knowledge and Ideas</b>	
ELA.10.17- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	ELA.AAS.10.17- Identify the argument and/or claims in an informational text; evaluate whether information is true and necessary.
ELA.10.18- . Analyze seminal United States documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address), including how they address related themes and concepts.	ELA.AAS.10.18- Identify themes and concepts in a modified or partial United States document of historical significance.
<b>WRITING STANDARDS</b>	
<b>Text Types and Purposes</b>	
<p>ELA.10.21- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ELA.10.21a- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>ELA.10.21b- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>ELA.10.21c- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>ELA.10.21d- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>ELA.10.21e- Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>ELA.AAS.10.21- Compose an argument to support a claim by stating a claim, providing facts or reasons supporting the claim, and providing an appropriate conclusion related to the stated argument.</p>
<p>ELA.10.22- 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.</p> <p>ELA.10.22a- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>ELA.AAS.10.22- Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.</p>

ELA.10.22b- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

ELA.10.22c- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

ELA.10.22d- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

ELA.10.22e- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ELA.10.22f- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELA.10.23- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELA.10.23a- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events.

ELA.10.23b- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

ELA.10.23c- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

ELA.10.23d- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

ELA.10.23e- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

ELA.AAS.10.23- Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.



<b>Research to Build and Present Knowledge</b>	
ELA.10.27- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	ELA.AAS.10.27- Ask and answer questions about a research topic, including the use of two sources.
<p>ELA.10.29- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELA.10.29a- <i>Apply Grade 10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</i></p> <p>ELA.10.29b- <i>Apply Grade 10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</i></p>	ELA.AAS.10.29- Draw evidence from a literary or informational text to support an analysis or research topic.
<b>SPEAKING AND LISTENING STANDARDS</b>	
<b>Comprehension and Collaboration</b>	
ELA.10.33- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	ELA.AAS.10.33 - Identify a speaker’s point of view; identify evidence used to support the point of view of the speaker; identify what is not true or exaggerated evidence.
<b>LANGUAGE STANDARDS</b>	
<b>Conventions of Standard English</b>	
<p>ELA.10.37- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>ELA.10.37a- Use parallel structure.*</p> <p>ELA.10.37b- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>ELA.10.37c- Apply rules of subject-verb agreement when the subject is compound in form but singular in meaning and when the subject is plural in form but singular in meaning. (Alabama)</p>	<p>ELA.AAS.10.37- Demonstrate standard English grammar and usage when communicating.</p> <p>ELA.AAS.10.37c- - Use a complete sentence with appropriate grammar and usage when asking and answering questions.</p> <p>ELA.AAS.10.37c- Use correct subject-verb agreement.</p>

<p>ELA.10.38- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>ELA.10.38a- Use commas correctly with non-essential appositives. (Alabama)</p> <p>ELA.10.38b- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>ELA.10.38c- Use a colon to introduce a list or quotation.</p> <p>ELA. 10.38d- Spell correctly.</p>	<p>ELA.AAS.10.38- Demonstrate understanding of capitalization, punctuation, and spelling when writing.</p> <p>ELA.AAS. 10.38a- Use commas correctly</p> <p>ELA.AAS. 10.38c- Use a colon to introduce a list.</p> <p>ELA.AAS.10.38d- Spell correctly.</p>
<b>Vocabulary Acquisition and Use</b>	
<p>ELA.10.40- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>ELA.10.40a- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>ELA.10.40b- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>ELA.10.40c- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>ELA.10.40d- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>ELA.AAS.10.40- Identify the meaning of an unknown word or phrase.</p> <p>ELA.AAS.10.40a - use context clues to determine the meaning of a word or phrase that may have multiple meanings.</p> <p>ELA.AAS.10.40c- Identify reference materials and their purposes; demonstrate the ability to use reference materials to find the pronunciation of a word or determine its meaning.</p> <p>ELA.AAS.10.40d - Verify the meaning of a word using a dictionary.</p>
<p>ELA.10.41- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>ELA.10.41a- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>ELA.10.41b- Analyze nuances in the meaning of words with similar denotations.</p>	<p>ELA.AAS.10.41- Determine the meaning of figurative language in context.</p> <p>ELA.AAS.10.41a- Identify the meaning of a simile or metaphor used in a text.</p>

# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 11 ELA

### General Education Standards

### Alabama Alternate Achievement Standards

#### READING STANDARDS FOR LITERATURE

##### Key Ideas and Details

ELA.11.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELA.AAS.11.1- Answer who, what, when, where, and why questions to analyze stories, using textual evidence and inferences as support.

ELA.11.2- 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.

ELA.AAS.11.2- Identify how two themes develop throughout a text; create an objective summary of a story.

ELA.11.3- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

ELA.AAS.11.3- Describe how characters interact and develop in a story; identify the setting of a story; identify the problem in a story.

##### Craft and Structure

ELA.11.5- Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

ELA.AAS.11.5- Describe how the sequence of events contributes to the tension, mystery, or surprise in a story.

ELA.11.7- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

ELA.AAS.11.7 - Read or listen to different interpretations of a story, drama, or poem analyzing the various interpretations.

#### READING STANDARDS FOR INFORMATIONAL TEXT

##### Key Ideas and Details

ELA.11.10- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELA.AAS.11.10- Answer who, what, when, where, and why questions to analyze informational text, using textual evidence and inferences as support.

ELA.11.11- Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

ELA.AAS.11.11- Identify two central ideas of an informational text; create an objective summary of an informational text.

ELA.11.12- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

ELA.AAS.11.12- Identify the connections between the ideas or events in an informational text.

<b>Craft and Structure</b>	
ELA.11.15- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	ELA.AAS.11.15- Determine the author's point of view and identify parts of the text that helped explain the point of view.
<b>Integration of Knowledge and Ideas</b>	
ELA.11.16- 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.	ELA.AAS.11.16- Identify and use multiple sources of information to answer a question or solve a problem.
<b>WRITING STANDARDS</b>	
<b>Text Types and Purposes</b>	
<p>ELA.11.19- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ELA.11.19a- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>ELA.11.19b- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>ELA.11.19c- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>ELA.11.19d- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>ELA.11.19e- Provide a concluding statement or section that follows from and supports the argument presented.</p>	ELA.AAS.11.19- Compose an argument to support a claim by stating a claim, providing facts or reasons supporting the claim, and providing an appropriate conclusion related to the stated argument.
ELA.11.20- 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.	ELA.AAS.11.20- Compose informative or explanatory texts by stating a topic, providing facts or details, providing an appropriate conclusion related to the topic.

ELA.11.20a- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

ELA.11.20b- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

ELA.11.20c- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

ELA.11.20d- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

ELA.11.20e- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ELA.11.20f- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELA.11.21- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELA.11.21a- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

ELA.AAS.11.21- Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.

<p>ELA.11.21b- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>ELA.11.21c- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>ELA.11.21d- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>ELA.11.21e- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<b>Research to Build and Present Knowledge</b>	
<p>ELA.11.26- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>ELA.AAS.11.26- Conduct research using two sources and create a product.</p>
<p>ELA.11.27- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELA.11.27a- Apply <i>Grade 11 Reading standards</i> to literature (e.g., “Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). (Alabama)</p> <p>ELA.11.27b- Apply <i>Grade 11 Reading standards</i> to literary nonfiction (e.g., Analyze seminal United States documents of historical and literary significance [e.g., Roosevelt’s “Four Freedoms” speech, King’s “Letter from a Birmingham Jail”]), including how they address related themes and concepts. (Alabama)</p>	<p>ELA.AAS.11.27- Draw evidence from a literary or informational text to support an analysis or research topic.</p> <p>ELA.AAS.11.27a- Read works from the twentieth and twenty-first century and determine how two or more texts from the same period treat similar themes or topics.</p> <p>ELA.AAS.11.27b- Analyze seminal United States documents of historical significance.</p>
<b>SPEAKING AND LISTENING STANDARDS</b>	
<b>Comprehension and Collaboration</b>	
<p>ELA.11.31- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>ELA.AAS.11.31- Identify a speaker’s point of view; identify evidence to support the point of view of a speaker.</p>

<b>LANGUAGE STANDARDS</b>	
<b>Conventions of Standard English</b>	
<p>ELA.11.35- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>ELA.11.35a- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>ELA.11.35b- Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>	<p>ELA.AAS.11.35- Demonstrate standard English grammar when communicating; use a complete sentence with details when asking and answering questions.</p> <p>ELA.AAS.11.35a.- Use a complete sentence with appropriate grammar and usage when asking and answering questions.</p> <p>ELA.AAS.11.35b – Demonstrate the ability to correctly use references as needed.</p>
<p>ELA.11.36- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>ELA.11.36a- Observe hyphenation conventions.</p> <p>ELA.11.36b- Spell correctly.</p>	<p>ELA.AAS.11.36- Demonstrate command of standard English conventions when communicating; use correct capitalization; use a period, a question mark, an exclamation point, and commas in a series correctly.</p>
<b>Vocabulary Acquisition and Use</b>	
<p>ELA.11.38- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 11 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>ELA.11.38a- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>ELA.11.38b- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>ELA.11.38c- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>ELA.11.38d- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>ELA.AAS.11.38- Identify the meaning of an unknown word or phrase.</p> <p>ELA.AAS.11.38a - Use context clues to determine the meaning of a word or phrase that may have multiple meanings.</p> <p>ELA.AAS.11.38c- Identify reference materials and their purposes; demonstrate the ability to use reference materials to find the pronunciation of a word or determine its meaning.</p> <p>ELA.AAS.11.38d - Verify the meaning of a word using a dictionary.</p>

<p>ELA.11.39- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>ELA.11.39a- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>ELA.11.39b- Analyze nuances in the meaning of words with similar denotations.</p>	<p>ELA.AAS.11.39- Determine the meaning of figurative language in context.</p> <p>ELA.AAS.11.39a- Identify the meaning of a simile or metaphor used in a text.</p>
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# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 12 ELA

### General Education Standards

### Alabama Alternate Achievement Standards

#### READING STANDARDS FOR LITERATURE

##### Key Ideas and Details

ELA.12.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELA.AAS.12.1- Answer who, what, when, where, and why questions to analyze stories, using textual evidence and inferences as support.

ELA.12.2- 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.

ELA.AAS.12.2- Identify how two themes develop throughout a text and analyze how they interact and build on one another; create an objective summary of a story.

ELA.12.3- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

ELA.AAS.12.3- Describe how characters interact and develop in a story; identify the setting of a story; identify the problem in a story.

##### Craft and Structure

ELA.12.5- Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

ELA.AAS.12.5- Describe how the sequence of events contributes to the tension, mystery, or surprise in a story.

ELA.12.7- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare.) (Alabama)

ELA.AAS.12.7- Read or listen to different interpretations of a story, drama, or poem; analyze the various interpretations.

#### READING STANDARDS FOR INFORMATIONAL TEXT

##### Key Ideas and Details

ELA.12.10- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELA.AAS.12.10- Answer who, what, when, where, and why questions to analyze informational text, using textual evidence and inferences as support.

ELA.12.11- Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

ELA.AAS.12.11- Identify two central ideas of an informational text and analyze how they interact and build on one another; create an objective summary of an informational text.

ELA.12.12- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

ELA.AAS.12.12- Identify the connections between the ideas or events in an informational text.

##### Craft and Structure

<p>ELA.12.15- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>ELA.AAS.12.15- Identify the author's point of view or purpose in an informational text.</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p>ELA.12.16- 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.</p>	<p>ELA.AAS.12.16- Identify and use multiple sources of information to answer a question or solve a problem.</p>
<p><b>WRITING STANDARDS</b></p>	
<p><b>Text Types and Purposes</b></p>	
<p>ELA.12.19- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ELA.12.19a- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>ELA.12.19b- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>ELA.12.19c- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>ELA.12.19d- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>ELA.12.19e- Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>ELA.AAS.12.19- Compose an argument to support a claim by stating a claim, providing facts or reasons supporting the claim, and providing an appropriate conclusion related to the stated argument.</p>
<p>ELA.12.20- 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.</p> <p>ELA.12.20a- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include</p>	<p>ELA.AAS.12.20- Compose informative or explanatory texts by stating a topic, providing facts or details, providing an appropriate conclusion related to the topic.</p>

<p>formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>ELA.12.20b- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>ELA.12.20c- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>ELA.12.20d- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>ELA.12.20e- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>ELA.12.20f- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	
<p>ELA.12.21- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>ELA.12.21a- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events.</p> <p>ELA.12.21b- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p>ELA.AAS.12.21- Compose narrative texts by introducing characters or a narrator, organizing events in sequence, and providing an ending related to the event sequence.</p>

<p>ELA.12.21c- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>ELA.12.21d- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>ELA.12.21e- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<b>Research to Build and Present Knowledge</b>	
<p>ELA.12.26- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>ELA.AAS.12.26- Conduct research using two sources and create a product.</p>
<p>ELA.12.27- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELA.12.27a- Apply <i>Grade 12 Reading Standards</i> to literature (e.g., “Demonstrate knowledge of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>ELA.12.27b- Apply <i>Grade 12 Reading Standards</i> to literary nonfiction (e.g., “Delineate &amp; evaluate the reasoning in seminal United States texts, including the application of constitutional principles &amp; use of legal reasoning [e.g., in United States Supreme Court Case majority opinions &amp; dissents] and the premises, purposes, &amp; arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>ELA.AAS.12.27- Draw evidence from a literary or informational text to support an analysis or research topic.</p> <p>ELA.AAS.12.27a- Compare and contrast how similar themes or topics are treated in two texts in British literature from the same period.</p>
<b>SPEAKING AND LISTENING STANDARDS</b>	
<b>Comprehension and Collaboration</b>	
<p>ELA.12.31- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>ELA.AAS.12.31- Identify a speaker’s point of view; identify evidence to support the point of view of a speaker.</p>

<b>LANGUAGE STANDARDS</b>	
<b>Conventions of Standard English</b>	
<p>ELA.12.35- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>ELA.12.35a- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>ELA.12.35b- Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>	<p>ELA.AAS.12.35- Demonstrate standard English grammar when communicating; use a complete sentence with details when asking and answering questions.</p>
<p>ELA.12.36- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>ELA.12.36a- Observe hyphenation conventions.</p> <p>ELA.12.36b- Spell correctly.</p>	<p>ELA.AAS.12.36- Demonstrate command of standard English conventions when communicating; use correct capitalization; use a period, a question mark, an exclamation point, and commas in a series correctly.</p>
<b>Vocabulary Acquisition and Use</b>	
<p>ELA.12.38- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>ELA.12.38a- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>ELA.12.38b- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>ELA.12.38c- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>ELA.12.38d- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>ELA.AAS.12.38- Identify the meaning of an unknown word or phrase.</p> <p>ELA.AAS.12.38a- Use context clues to determine the meaning of a word or phrase that may have multiple meanings.</p> <p>ELA.AAS.12.38c- Identify reference materials and their purposes; demonstrate the ability to use reference materials to find the pronunciation of a word or determine its meaning.</p> <p>ELA.AAS.12.38d - Verify the meaning of a word using a dictionary.</p>

<p>ELA.12.39- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>ELA.12.39a- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>ELA.12.39b- Analyze nuances in the meaning of words with similar denotations.</p>	<p>ELA.AAS.12.39- Determine the meaning of figurative language in context.</p> <p>ELA.AAS.12.39a- Identify the meaning of a simile or metaphor used in a text.</p>
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**English Language Arts**  
**Alabama Alternate Achievement Standards**