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INTRODUCTION

The Common Core Essential Elements (EEs) are linked to the Common Core State Standards (CCSS) for English Language Arts. A group of general educators, special educators, and content specialists from member states in the Dynamic Learning Maps (DLM) Consortium gathered to determine the essence of the CCSS.

This document provides a high-level view of the relationship between the CCSS and the links to performance for students with significant cognitive disabilities. It is intended to provide a beginning structure for the design of a summative alternate assessment. The document is not intended as a stand-alone guide to instruction, nor is it intended to contain all the steps in a complete learning progression or detailed curriculum. The DLM and associated professional development will provide greater detail than described in this document.

Beginning with the English Language Arts CCSS, stakeholders defined links to illuminate the precursors for the essential content and skills contained in the grade level CCSS standards and indicators. These EEs are not intended as a redefinition of the standards. Rather, they are intended to describe challenging expectations for students with significant cognitive disabilities in relation to the CCSS. The EEs clarify the bridge between grade-level achievement expectations for students with significant cognitive disabilities who participate in alternate assessments and the CCSS.

Neither are the EEs intended to prescribe the beginning or end of instruction on the content and skills they represent; rather, they indicate the grade level at which initial mastery would be the target to be assessed. Students should begin instruction in content and skills at the earliest point possible and continue instruction until mastery is attained.

The stakeholder group, consisting of state education agency (SEA) representatives and SEA-selected content teachers of students with significant cognitive disabilities, developed instructional achievement level descriptors (IALDs) for each of the EEs. IALDs were defined for four performance levels: I, II, III, and IV. Level III IALDs are aligned with the EEs. The target content and skills for each level of achievement, from Level I to Level IV, were then defined. For each target skill, the stakeholder group developed examples to illustrate how students might demonstrate achievement of the performance level. The IALDs are intended to provide an achievement ladder for students working toward achievement (Level III) of the EEs and onward (Level IV) and toward greater participation in the grade level CCSS to which the EEs are linked. The provided examples are intended to assist teachers to envision how the broad range of students with significant cognitive disabilities might perform the same content, despite the different challenges their disabilities might present. The examples are not exhaustive and do not represent the full range of possibilities in which the highly diverse population of students with significant cognitive disabilities might access the EEs or demonstrate the achievement of those elements. However, the examples do provide some of the ways that performance might be elicited and demonstrated across the spectrum of students with significant cognitive disabilities.

Finally, the stakeholder group developed alternate assessment achievement descriptors for each grade level -- from third grade through high school -- where summative assessments might be required. The alternate assessment achievement descriptors will provide a bridge between the EEs and a summative alternate assessment aligned to them. The descriptors are intended to provide one element to guide development of the test blueprint, development of items and
tasks that measure the full range of achievement, and the setting of cut scores during standard setting for the assessment. The focus of an alternate assessment in a standards-based system is based on the achievement that aligns with EEs linked to grade level content. Together, the system of standards and descriptors is designed to allow students with significant cognitive disabilities to progress toward the achievement of state standards linked to grade level expectations. The relationship of standards and assessment to teaching and learning are depicted for use by teachers, assessment designers, and users of alternate assessment results.

**NCLB GUIDANCE**

The stakeholder group’s work was guided by the U. S. Department of Education’s *Standards and Assessments Peer Review Guidance: Information and Examples for Meeting Requirements of the No Child Left Behind Act of 2001 (NCLB)*, which requires that alternate academic achievement standards align with the alternate assessment. They must
- include knowledge and skills that link to grade level expectations,
- promote access to the general curriculum, and
- reflect professional judgment of the highest learning standards possible for the group of students with the most significant cognitive disabilities.

Although the grade-level content may be reduced in complexity or modified to reflect prerequisite skills, the link to grade-level standards must be clear. The Peer Review Guidance notes that the concept of alternate achievement standards related to grade level may be ambiguous. According to the Guidance, the descriptors
- should be defined in a way that supports individual growth because of their linkage to different content across grades;
- are not likely to show the same clearly defined advances in cognitive complexity as the general education standards when examined across grade levels;
- should rely on the judgment of experienced special educators and administrators, higher education representatives, and parents of students with disabilities as they define alternate achievement standards; and
- should provide an appropriate challenge for students with the most significant cognitive disabilities as they move through their schooling.

The Guidance requires links to grade-level standards. The EEs were developed by DLM consortium states to differentiate knowledge and skills by grade level. This differentiation is intended to clarify the link between the grade-level EEs and the grade-level CCSS and to show a forward progression across grades. The progression of content and skills across years of instruction reflect the changing priorities for instruction and learning as students move from grade to grade. The differences from grade level to grade level are often subtle and progression is sometimes more horizontal than vertical. For example, the grade-to-grade level differences may consist of added skills that are not of obvious increasing rigor compared to the differences found in the CCSS across grade levels. To the degree possible, skills escalate in complexity or rigor at Levels III and IV across the grades, with clear links to the shifting emphasis at each grade level in the CCSS.

The EEs and Achievement Descriptors developed by the DLM consortium states are intended
to create the maximum possible access to the CCSS for students with significant cognitive disabilities. The way in which information is presented for instruction and assessment and the manner in which students demonstrate achievement is in no way intended to be limited by statements of EEs or Achievement Descriptors. To that end, modes of communication, both for presentation or response, are not stated in either the EEs or Achievement Descriptors unless a specific mode is an expectation. Where no limitation has been stated, no limitation should be inferred. Students’ opportunities to learn and to demonstrate learning should be maximized by providing whatever communication, assistive technologies, augmentative and alternative communication (AAC) devices, or other access tools that are necessary and routinely used by the student during instruction.

Students with significant cognitive disabilities include a broad range of students with diverse disabilities and communication needs. For some students with significant cognitive disabilities, graphic organizers similar to those used by students without disabilities provide useful access to content and are adequate to maximize opportunities to learn and demonstrate achievement. Other students require a range of assistive technologies to access content and demonstrate achievement. For some students, AAC devices and accommodations for hearing and visual impairments will be needed. As with other physical disabilities, students with visual impairments may perform some expectations using modified items, presentations, or response formats. A few items may not lend themselves to such modifications. Decisions about the appropriate modifications for visual impairments are accounted for in the design of the assessments.

The access challenge for some is compounded by the presence of multiple disabilities. All of these needs, as well as the impact of levels of alertness due to medication and other physical disabilities which may affect opportunities to respond appropriately, need to be considered.

Most presentation and response access conditions do not constitute accommodations as they are understood for students who take the general assessment. Methods of presentation that do not violate the intended construct by aiding or directing the students’ response allow the student to perceive what knowledge or skill is expected. Aids to responding that do not constitute a violation of the intended construct allow the student to demonstrate the expected knowledge and skills. Examples of acceptable access technologies include the following:

- communication devices that compensate for a students’ physical inability to produce independent speech.
- devices that compensate for a students’ physical inability to manipulate objects or materials, point to responses, turn pages in a book, or use a pencil or keyboard to answer questions or produce writing.
- tools that maximize a students’ ability to acquire knowledge and skills and to demonstrate the products of their learning.
ACCESSING THE GENERAL CURRICULUM

Technology is also of particular importance to students with significant cognitive disabilities to access the general curriculum and achieve the EEs. Although educators have traditionally viewed technology as hardware and software, assistive technology tenets provide a broader view of the applications of low, medium, and high levels of technology use. Assistive technology tools can be vital to a student in acquiring and demonstrating learning unimpeded by the barriers that the disability presents.

Model Symbol Use Throughout Instruction

Many students with significant cognitive disabilities have difficulty with or cannot use speech to communicate and/or are supported by the use of communication symbols (e.g., communication boards, speech generating devices, voice output communication devices) and supports to augment their speech and other means of communication. Students who require symbols and other AAC supports require frequent modeling in the use of those symbols to interact and respond during instruction. Students who use symbols and other communication supports need as much modeling as children who use speech to communicate. Modeling in this way is not viewed as a means of prompting, guidance, or support, just as having a teacher talk serves those purposes for a student who communicates using speech.

When modeling the use of symbols and other communication supports, teachers use the symbols and supports themselves, hand them to students without communication impairments to use, and involve the students who need to use them every day. Each of these steps can play an important role in validating the use of symbols and communication supports and demonstrating multiple levels of expertise in their use.

Use Partner-Assisted Scanning Across the Day

Making a choice from the items on a list, symbols, tactals, or a communication board can be difficult for some students because they lack the ability to point, cannot see or read the choices, or are positioned too far away (as in group activities). Partner-assisted scanning addresses these issues by asking the communication partner (a teacher, paraprofessional, or peer) to point to each of the options pausing long enough at each for the students with physical and communication impairments to respond “yes” if the item is their desired choice. Depending on the needs of an individual child, the partner can name each option when pointing or simply point.

Throughout the IALDS, examples are provided that require students to select, identify, recognize, and so forth from a number of options. It is suggested that teachers use partner-assisted scanning to support these modes of responding and communicating whenever it appears that the act of directly pointing to a response is too difficult for a particular student.

Use First-Letter Cueing as a Communication Strategy Whenever Possible

Students with communication impairments who are beginning to read, write, and communicate regularly face the challenge of not having access to the words or symbols they want or need to communicate effectively. When attempting to provide them with every possible word they might need, the result is an unmanageable communication system. When guessing what will be most important, it is inevitable that some guesses will be wrong. Until students can spell well enough to communicate their own thoughts, it is important to rely on cueing strategies.
First-letter cueing is one such strategy. Students can use an alphabet display to point to the first letter (or try to spell more) of the word they are trying to communicate. Teachers can use this strategy to help students respond efficiently to questions that involve known choices. Teachers can also model the use of first-letter cueing in their day-to-day interactions with the class. Natural opportunities to incorporate this strategy occur when the teacher is prompting students to recall a specific word (e.g., “I am thinking of a new word we learned yesterday that started with the letter t.”) or concept (e.g., “Who remembers the big word we learned to describe when we put things together to find out how many we have in all? It begins with the letter a.”). There are times every school day when the adults in the class can model the use of first-letter cueing.

**Reading and Writing**

Evidence is mounting (Institute for Community Inclusion, 2010; TASH, 2011; & University of Washington, 2010) to support the belief that students with significant cognitive disabilities can learn to read more than sight words, as once thought. It is important that these students are taught to use all the tools for decoding words. However, their journey requires more time to achieve basic reading goals. For that reason, *shared reading* is referenced for students in kindergarten through grade five while foundational skills are being taught and beyond that grade for students achieving below the EE targets. The materials students learn to read at these levels are also at a significantly reduced level of complexity and depth in recognition of the challenges they face in acquiring reading skills. Their need to acquire reading skills remains a goal throughout their school careers.

Writing for these students is also a challenge, but an important goal to attain. The examples provided in this document are intended to communicate that spelling words or writing complete sentences precisely is less important than developing basic writing skills. Many of these students face challenges in developing the required motor skills. While adaptive and alternate writing tools and other technologies are helpful, challenges remain. The technologies may help students overcome challenges in developing the required motor skills, but writing remains a cognitive challenge for these students. Composing sentences will require many years for students with significant cognitive disabilities to achieve. Still, early and continuing efforts are needed to maximize the achievement of these students in this important skill.

**GUIDANCE AND SUPPORT**

The authors of the CCSS use the words, “prompting and support” at the earliest grade levels to indicate when students were not expected to achieve standards completely independently. Generally, “prompting” refers to “the action of saying something to persuade, encourage, or remind someone to do or say something” (McKean, 2005). However, in special education, prompting is often used to mean a system of structured cues to elicit desired behaviors that otherwise would not occur. In order to communicate clearly that teacher assistance is permitted during instruction of the EEs, and is not limited to structured prompting procedures, the decision was made by the stakeholder group to use the more general term *guidance* throughout the EEs and alternate achievement descriptors.
Guidance and support during instruction should be interpreted as teacher encouragement, general assistance, and informative feedback to support the student in learning. Some examples of the kinds of teacher behaviors that would be considered guidance and support include:

- getting the student started (e.g., “Tell me what to do first.”),
- providing a hint in the right direction without revealing the answer (e.g., Student wants to write dog but is unsure how, the teacher might say, “See if you can write the first letter in the word, /d/og.”),
- narrowing the field of choices as a student provides an inaccurate response,
- using structured technologies such as task specific word banks, or
- providing the structured cues such as those found in prompting procedures (e.g., least-to-most prompts, simultaneous prompting, and graduated guidance).

Guidance and support as described above apply to instruction per the examples provided in the IALDS. The IALDs are intended to provide an idea of how students might perform the EEs at the threshold to various achievement levels as they work toward independent mastery.

Alternate assessments measure the degree to which students with significant cognitive disabilities have mastered the EEs. During any assessment, accommodation(s) allowed on the assessment must have been used and practiced during instruction; however, some accommodations that are permissible during instruction would compromise the integrity of the assessments, thereby yielding invalid and unreliable results and cannot be used for assessment purposes. Some guidance and support strategies may not be allowed for assessment purposes when variance in teacher assistance, cues, and prompts could compromise judgments about mastery of the EEs and comparability of administration.

**RELATIONSHIP TO THE DYNAMIC LEARNING MAPS ASSESSMENT**

The EEs and Achievement Descriptors developed by the DLM consortium states and their stakeholder representatives serve two functions. Instructionally, they provide teachers with information about the level of knowledge and skills expected of their students. Second, they provide elaboration that teachers can use to help guide instruction toward achievement expectations. IALDs were developed for each of the EEs. Each IALD is further clarified by a range of examples. Teachers may find these examples useful for envisioning how their students might perform as they progress toward the expected achievement, as long as they keep in mind that they are examples only and cannot represent the full range of ways in which students might demonstrate their achievement.

Assessment Achievement Level Descriptors (AALDs) will emerge as drafts from the IALDS. The AALDs are content and grade specific, but summarize across the EEs the key performance differences across levels of achievement and across grade levels. While draft AALDs will be used in the initial stages of standard setting to help guide that process, final AALDs will emerge from the standard setting process. Standard setting will take into account the overall degree of accuracy with which a student would need to perform in order to achieve at a particular level. Just as on a general education assessment, no individual student will be expected to perform proficiently on every EE in order to be considered Level III.
For purposes of the DLM assessments under development, the achievement descriptors provide a useful link between the EEs and the DLM assessments. The descriptors, along with DLM developed from the CCSS, provide guidance to the development of the alternate assessment so that a full range of performance is measured and the setting of score ranges within each level rests on a defined frame of reference. The grade level EEs and alternate achievement standards

- standardize meaning for the content and skill expectations,
- create consistency in expected performance,
- emphasize skill similarities for all students participating in the alternate assessments,
- accommodate diverse disabilities, and
- ground alternate assessments in a consistent set of expectations.

Achievement descriptors are used to categorize and explain student performance both in the course of instruction and on the alternate assessment.

**SYSTEM ALIGNMENT**

The EEs and alternate achievement descriptors are intended to contribute to a fully aligned system of standards, curriculum, teaching, learning, technology, and assessment that optimize equity of opportunity for all students in each classroom, school, and local education agency to access and learn the standards. To the degree possible, the grade level EEs are vertically aligned and linked to the grade level CCSS.

The linkages provided by the EEs to the CCSS are intended to increase access to the general curriculum for all students with disabilities. Examples provided for IALDs at each level of achievement are designed for special education and general education classroom teachers to use in working with special education students who have significant cognitive disabilities. The examples are designed to help teachers evaluate students’ progress toward achievement of the EEs as well as illuminate the kinds of performances that indicate various levels of achievement.

Just as the EEs and IALDS are designed to guide teaching practices toward achievement in academic content areas, the standards reframe the expectations for foundational skills in pre-academic and academic areas. Precursor/prerequisite and the unique enabling skills related to English language arts content is specified in the context of their roles as a foundation for students with significant cognitive disabilities to achieve skills related to academic content.

**Levels of Performance**

Within this document, each grade level EE is cross-referenced to one or several CCSS.

Four performance levels have been proposed for the DLM’s alternate academic achievement standards: I, II, III, and IV. Mastery is considered to be demonstrated at Level III and Level IV and is identified as meeting the Level III level on an alternate assessment as specified in the NCLB. A general description of each of these levels is included below:

**Level I** - A student at this level attempts to perform tasks with support.

**Level II** - A student at this level demonstrates some content knowledge and skills from the extended grade level standards.

**Level III** - A student at this level demonstrates content knowledge and skills at a level aligned with the complexity of the EEs.
**Level IV** - A student at this level demonstrates content knowledge and skills at a higher level of complexity than those described for Level III. Typically, this complexity includes the routine use of symbol systems as applied to English Language Arts.

For each performance level, specific descriptions of content and skills are bulleted and examples of each level of performance are provided. The EEs, IALDs, and examples are intended as a resource for developing individualized education plan (IEP) goals, benchmarks, and curricular materials in reading, language arts, and mathematics. Students may need goals and benchmarks in areas other than academic content domains (e.g., self-care/living skills, mobility). As always, IEPs address the individual needs of each student to make progress toward the standards.
**DOCUMENT ORGANIZATION**

**Common Core Grade-Level Standards** are the Standard titles and Grade-Level Indicators as they appear in the CCSS for English Language Arts (Common Core State Standards Initiative, 2010).

**Common Core Essential Elements** (EEs) describe links to the CCSS for access by students with significant cognitive disabilities.

**Instructional Achievement Level Descriptors** (IALDs) describe performance at four achievement levels based on the EEs and are accompanied by examples at each achievement level.

<table>
<thead>
<tr>
<th>CCSS Grade-Level Standards</th>
<th>Common Core Essential Elements</th>
<th>Instructional Achievement Level Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details.</strong></td>
<td><strong>RL.K.1.</strong> With prompting and support, ask and answer questions about key details in a text.</td>
<td><strong>Level IV AA Students will:</strong>&lt;br&gt;&lt;br&gt;EERL.K.1. Identify key details in familiar story.&lt;br&gt;Ex. Identify a key detail from a familiar story given an array of choices, including similar distracters.&lt;br&gt;Ex. Signal to indicate when a detail is read aloud in a familiar text during a book sharing experience when the teacher asks students to listen for a particular detail.&lt;br&gt;Ex. Turn to the part of a book where a detail is written about or depicted in the illustrations.</td>
</tr>
<tr>
<td><strong>Level III AA Students will:</strong></td>
<td><strong>EERL.K.1.</strong> With guidance and support (e.g., dramatic pause or rise in intonation by teacher), signal to indicate when a detail is read during a book sharing experience (e.g., the teacher is reading a book with the student and the student vocalizes, hits a switch or otherwise signals the teacher to indicate that a detail was just shared).&lt;br&gt;Ex. With guidance and support (e.g., tells the student to find the part of the book where a specific detail is shown), turn to the part of a book where a detail is written about or depicted in the illustrations.</td>
<td><strong>Level III AA Students will:</strong>&lt;br&gt;&lt;br&gt;EERL.K.1. With guidance and support (e.g., dramatic pause or rise in intonation by teacher), signal to indicate when a detail is read during a book sharing experience (e.g., the teacher is reading a book with the student and the student vocalizes, hits a switch or otherwise signals the teacher to indicate that a detail was just shared).&lt;br&gt;Ex. With guidance and support (e.g., tells the student to find the part of the book where a specific detail is shown), turn to the part of a book where a detail is written about or depicted in the illustrations.</td>
</tr>
<tr>
<td><strong>Level II AA Students will:</strong></td>
<td><strong>EERL.K.1.</strong> With guidance and support, identify a favorite detail in familiar story.&lt;br&gt;Ex. With guidance and support, identify a picture in a familiar story that is related to own experience (e.g., the story includes a dog and the student has a dog).&lt;br&gt;Ex. With guidance and support, responds “Me!” when the teacher reads about ice cream in a familiar book and says, “Who likes ice cream?”</td>
<td><strong>Level II AA Students will:</strong>&lt;br&gt;&lt;br&gt;EERL.K.1. With guidance and support, identify a favorite detail in familiar story.&lt;br&gt;Ex. With guidance and support, identify a picture in a familiar story that is related to own experience (e.g., the story includes a dog and the student has a dog).&lt;br&gt;Ex. With guidance and support, responds “Me!” when the teacher reads about ice cream in a familiar book and says, “Who likes ice cream?”</td>
</tr>
</tbody>
</table>
| **Level I AA Students will:** | **EERL.K.1.** With guidance and support, interact with or explore pictures and objects related to a familiar story.<br>Ex. Look at the pictures in a book that is being read.<br>Ex. Open and pulls flaps in a lift-the-flap book while it is being read.<br>Ex. Pulls off or puts on picture symbols that relate to a familiar story as it is being read.<br>Ex. Touches the tactualized illustrations in a book while it is being read. | **Level I AA Students will:**<br><br>EERL.K.1. With guidance and support, interact with or explore pictures and objects related to a familiar story.<br>Ex. Look at the pictures in a book that is being read.<br>Ex. Open and pulls flaps in a lift-the-flap book while it is being read.<br>Ex. Pulls off or puts on picture symbols that relate to a familiar story as it is being read.<br>Ex. Touches the tactualized illustrations in a book while it is being read.
Directions for Interpreting Essential Elements

Essential Elements (EEs). The EEs are statements that provide links for students with significant cognitive disabilities to the essential content and skills defined in the grade-level clusters of the CCSS. The EEs provide a bridge for students with significant cognitive disabilities to the CCSS. The EEs are not intended as a reinterpretation of the CCSS; rather, they were developed to create a bridge between the CCSS and challenging achievement expectations for students with significant cognitive disabilities. The order in which the EEs are listed is a direct reflection of the order in which the CCSS are listed. The order is not intended to convey a sequence for instruction; rather, it illustrates progress across years. In the tables, the left column contains the CCSS grade-level standards and indicators, the middle column contains the EE linked to them, and the right column contains the IALDs for each EE and examples for each IALD (as demonstrated by the example provided on the previous page). Each EE and IALD completes the phrase “Students will . . . .”

In keeping with the language of the English Language Arts CCSS document, the left hand column in this document will be titled CCSS Grade-Level Standards. This is worded differently in the Math CCSS and that is why the math document reads CCSS Grade-Level Clusters in the left-hand column.

NOTES: N/A is used instead of a descriptor under Level IV, if it was determined by the stakeholder group that the content of the CCSS could not be addressed. In other instances, an N/A at a particular grade level or within a CCSS does not imply that students should not be taught content, skills, or precursors related to the CCSS that are appropriate for instruction.

“Begins in grade ___” is utilized when the expectations for students to begin to demonstrate mastery is found at a higher grade level. Planning for instruction should incorporate instruction related to the higher grade level EE and begin at the earliest possible point for each student. Students with significant cognitive disabilities may require several years of instruction prior to the point at which they may be expected to begin to demonstrate mastery of a concept.

Bullets under instructional achievement levels denote descriptions of achievement at that level for the content related to the essential element.

Examples clarify certain components of EEs. The provided examples are illustrative, not exhaustive. They are intended to provide a range of ways in which a student may demonstrate progress toward the EE and communicate that spelling words and writing complete sentences precisely is less important than developing basic writing skills.
# COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR NINTH-TENTH GRADE

**Ninth-Tenth Grade English Language Arts Standards: Reading (Literature)**

<table>
<thead>
<tr>
<th>CCSS Grade-Level Standards</th>
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<tbody>
<tr>
<td><strong>Key Ideas and Details.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | EERL.9-10.1. Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text. | Level IV AA Students will:  
EERL.9-10.1. Cite textual evidence that demonstrates what the text says explicitly as well as inferences drawn from the text.  
Ex. Highlight the text to mark what it says explicitly in one color and use a second color to highlight the text that supports an inference drawn from the text.  
Level III AA Students will:  
EERL.9-10.1. Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.  
Ex. After a discussion of an inference drawn from the text, determine which of several quotes selected by the teacher best support the inference while selecting other quotes that tell what the text says explicitly.  
Level II AA Students will:  
EERL.9-10.1. Determine which citations demonstrate what the text says explicitly.  
Ex. After the teacher reads two or three quotes from the text, identify which quote tells what the main character did to solve his problem.  
Ex. Given a statement of what the text says explicitly, find the citation in a teacher-selected portion of the text.  
Level I AA Students will:  
EERL.9-10.1. Identify quotes from a text.  
Ex. Given a choice of two quotes, decide which one comes from the text.  
Ex. Uses “yes” or “no” to indicate if a quote is from a text or not.  


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| RL.9-10.2. 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. | EERL.9-10.2. Determine the central idea of the text and select details that relate to it; recount the text. | Level IV AA Students will:  
EERL.9-10.2. N/A.  
Level III AA Students will:  
EERL.9-10.2. Determine the central idea of the text and select details that relate to it; recount the text.  
Ex. Identify the main idea of the story and identify two details related to the main idea, then recount the text.  
Ex. Given a text projected on the interactive whiteboard, the student will identify the best central idea statement and then highlight details that relate to it. The student will use the result to support a recounting of the projected text.  
Level II AA Students will:  
EERL.9-10.2. Distinguish between the central idea and details in a text.  
Ex. Sort a list of story-related details and central idea statements into the appropriate groups.  
Ex. Given three story elements (two details and a central idea), select the central idea.  
Level I AA Students will:  
EERL.9-10.2. Identify details from a text.  
Ex. Highlight details in a story projected on an interactive whiteboard.  
Ex. Select details that relate to a text, given a list of details. |
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| RL.9-10.3. 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. | EERL.9-10.3. Describe interactions between characters. | Level IV AA Students will:  
EERL.9-10.3. Describe how characters develop and interact with other characters.  
Ex. Chart interactions between characters that lead to changes in a character’s behavior.  
Ex. Describe how the main character (e.g., Winnie in *Tuck Everlasting*) develops throughout the story (e.g., *she wants freedom, fears death, accepts eternity*) and how interactions with other characters (e.g., the Tucks) impact the change. |
|                           |                                | Level III AA Students will:  
EERL.9-10.3. Describe interactions between characters.  
Ex. Select a word(s) to describe how two characters interact, (e.g., Tom and Alex support one another).  
Ex. Select a word(s) to describe what one character did in response to another’s action (e.g., “What did Tom do when Alex ran away?”). |
|                           |                                | Level II AA Students will:  
EERL.9-10.3. Identify the things characters do when they interact.  
Ex. Given three choices, identify what two characters in a story do when they are together (e.g., Tom and Alex get into trouble together). |
|                           |                                | Level I AA Students will:  
EERL.9-10.3. Identify words that describe characters.  
Ex. From a choice of descriptive words, choose one that describes a character, (e.g., “Was Tom tall or short?”).  
Ex. Identify the gender of characters or animals in the story (e.g., “Is <character’s name> a girl or a boy?”). |
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<td>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</td>
<td>EERL.9-10.4. Determine the meaning of words and phrases as they are used in a text, including common analogies and figures of speech.</td>
<td>Level IV AA Students will: EERL.9-10.4. N/A.</td>
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<td>Level III AA Students will: EERL.9-10.4. Determine the meaning of words and phrases as they are used in a text, including common figures of speech. Ex. Given a figure of speech used in a story and three choices, determine the correct meaning of the figure of speech as it is used in the text (e.g., As old as time is an a figure of speech meaning really old.).</td>
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| RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | EERL.9-10.5. Determine the sequence of events in a story or drama. | Level IV AA Students will:  
EERL9-10.5. Determine the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks).  
Ex. Given several events in a story, arrange the events in the order they actually happened as opposed to the order they were told by the author.  

Level III AA Students will:  
EERL9-10.5. Determine the sequence of four or more events in a story or drama.  
Ex. Given four or more events in a story, arrange the events in the correct order.  
Ex. Arrange sentence strips to show at least four events in correct sequence from a story.  

Level II AA Students will:  
EERL9-10.5. Identify beginning, middle, and end of a text with a clear sequence.  
Ex. Given three events from a story, determine which happened in the beginning, middle, and end.  
Ex. Complete a graphic organizer that shows the events that happened at the beginning, middle, and end of a story.  

Level I AA Students will:  
EERL9-10.5. Identify events from a story.  
Ex. Given a list of events, identify events that occurred in the story.  
Ex. Use a switch to confirm whether each event presented was or was not in the story as the teacher reads each event and asks, “Was this in the story?” |
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| RL.9-10.6. 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. | EERL.9-10.6. Connect the experiences of characters in a story or drama from outside the U.S. with personal experience. | **Level IV AA Students will:**  
EERL.9-10.6. Compare and contrast the cultural experiences of characters in a story or drama from outside the U.S. with personal experience.  
Ex. After reading a story about a boy or girl in another county (e.g., *Crow Boy*), compare and contrast the life of the character with one’s own life.  
**Level III AA Students will:**  
EERL.9-10.6. Connect the experiences of characters in a story or drama from outside the U.S. with personal experience.  
Ex. Connect an experience of the character in the story from another culture to an experience of the student, (e.g., “Have you ever been to the beach? How was it like what Jesse in the story saw at the beach?”).  
Ex. Connect an experience of a character to a personal experience of the student.  
**Level II AA Students will:**  
EERL.9-10.6. Identify the experiences of a character in a story or drama from outside the U.S.  
Ex. With the text projected on an interactive whiteboard, highlight all of the sentences that tell about the character’s experiences.  
Ex. Given a list of experiences, identify those that the character in the book experienced.  
**Level I AA Students will:**  
EERL.9-10.6. Recognize a character doing an action.  
Ex. Identify a character on a video, in a book, or in a magazine who is doing something familiar. |
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<td>EERL.9-10.7. Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).</td>
<td>Level IV AA Students will: EERL.9-10.7. Compare and contrast the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration). Ex. Compare and contrast the poem <em>The Great Figure</em> to the painting <em>The Figure 5 in Gold</em> that was inspired by the poem. Ex. Compare and contrast a video cartoon to a comic book containing the same story (e.g., “What is the same?” and “What is different?”).</td>
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<td>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</td>
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<td>Level III AA Students will: EERL.9-10.7. Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration). Ex. Compare a video cartoon to a comic book containing the same story (e.g., “What is the same?”). Ex. Compare an illustration with the accompanying poem in <em>Where the Sidewalk Ends</em>.</td>
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<td>Level II AA Students will: EERL.9-10.7. Match poetry with illustrations that represent them. Ex. Given a selection of illustrations from <em>Where the Sidewalk Ends</em>, match them to the appropriate poems.</td>
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<td>Level I AA Students will: EERL.9-10.7. Identify an illustration that depicts the topic of a poem. Ex. Given two illustrations, identify the one that depicts the topic of a poem read aloud.</td>
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<td>RL.9-10.8. (Not applicable to literature)</td>
<td>EERL.9-10.8. N/A</td>
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<td>RL.9-10.9. 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).</td>
<td>EERL.9-10.9. Identify when an author references one text to another text.</td>
<td>Level IV AA Students will: EERL.9-10.9. Determine how an author has drawn upon or included references to another text. Ex. Relate information from a previous book in a series to a later book in the same series. Ex. Relate how information from one author’s text is found in another author’s text.</td>
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<td>Level III AA Students will: EERL.9-10.9. Identify when an author references one text to another text. Ex. Identify when information from a previous book in a series is referenced in a later book in the same series. Ex. Relate how information from one author’s text is found in another author’s text.</td>
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<td>Level II AA Students will: EERL.9-10.9. Identify parts of two texts that are similar. Ex. After reading two stories on similar topics, identify parts of the texts that are the same. Ex. Given two stories about the same character, identify parts of the texts that are the same.</td>
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<td>Level I AA Students will: EERL.9-10.9. Identify two books on the same topic. Ex. Given three books, two of which are about the same character with the name in the title, select the two that are about the same character. Ex. Shown three books, two of which are on the same topic (e.g., same words in both titles), select the two that are on the same topic.</td>
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<td>Range of Reading and Level of Text Complexity.</td>
<td>EERL.9-10.10. **This Essential Element references all elements above.</td>
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<td>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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<tr>
<td><strong>Key Ideas and Details.</strong></td>
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| RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | EERI.9-10.1. Determine which citations demonstrate what the text says explicitly as well as inferentially. | Level IV AA Students will:
> EERI.9-10.1. Cite textual evidence to draw inferences from the text.
> Ex. Use a graphic organizer such as a two-column chart with the headings, “What I Know” and “Facts”. Fill in the graphic organizer by using examples from text of “Facts” (e.g., “Steps are numbered, if I do #3 before I do #2, I don’t have the pieces I need.”) that support an inference “What I Know” (e.g., need to do steps in order).
> Ex. While reading a historical text, infer what will happen next in the text using textual evidence to support the inference (e.g., *The soldiers gathered on the battlefield* supports an inference that there is going to be a fight).

Level III AA Students will:
> EERI.9-10.1. Determine which citations demonstrate what the text says explicitly as well as inferentially.
> Ex. Draw an inference about an informational text (e.g., *It is important to know the weather to plan activities for the day.*) and select two facts from a weather report that support the inference (e.g., *The weather will be sunny in the morning but it will rain in the afternoon.*).
> Ex. After reading a narrative on a march with Martin Luther King, select an inference from choices (e.g., *The marchers did not want anyone to get hurt.*) and choose a related fact stated in the text to support the inference (e.g., *The people did not bring guns or clubs.*).

Level II AA Students will:
> EERI.9-10.1. Determine which citations demonstrate what the text says explicitly.
> Ex. Underline text that tells how a task should be completed.
> Ex. Given a statement of what the text says explicitly, find the citation in a teacher-selected portion of the text.

Level I AA Students will:
> EERI.9-10.1. Identify words from a text.
> Ex. After shared reading of a familiar informational text, respond by nodding or using a switch to identify a statement read aloud as from a familiar informational text.
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| RI.9-10.2. 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. | EERI.9-10.2. Determine the central idea of the text and select details to support it. | Level IV AA Students will:  
EERI.9-10.2. Determine central and key ideas throughout the text and identify details that support them.  
Ex. After reading an excerpt of the *I Have a Dream* speech, identify more than one key idea that Martin Luther King dreamed.  
Ex. After reviewing a timeline of events that occurred during WWII with the teacher pointing out the key ideas from the timeline, identify more than one key idea about the war.  
Level III AA Students will:  
EERI.9-10.2. Determine the central idea of the text and select details that support it.  
Ex. Given an informational pamphlet, tell what it is about based on the title and select at least two details about the topic from the contents of the pamphlet.  
Ex. Given an instruction sheet, determine what it is about and select at least two important instructions from the contents.  
Level II AA Students will:  
EERI.9-10.2. Retell details from the text.  
Ex. Provide at least two details about the text.  
Ex. Recall basic details from directions.  
Level I AA Students will:  
EERI.9-10.2. Recognize a detail from text.  
Ex. Highlight a detail from a label – circle or point to the skull and crossbones.  
Ex. Given a sign (e.g., safety signs), point to an important detail. |
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| RI.9-10.3. 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. | EERI.9-10.3. Determine connections drawn between ideas or events in informational text. | Level IV AA Students will:  
EERI.9-10.3. Determine connections drawn between ideas or events to make a point in informational text.  
Ex. Determine the connection between an event and the event that directly preceded it (e.g., After studying Martin Luther King Jr., the students recognize that all of the marches that he led were for equal rights.).  
Ex. Determine the connection between an idea and what preceded it (e.g., after studying the American Revolution, students recognize that the American colonies wanted freedom from Great Britain and fought the British to get it.). |
|                            |                                | Level III AA Students will:  
EERI.9-10.3. Determine connections drawn between ideas or events in informational text.  
Ex. Use graphic organizers to show relationships in an informational text, (e.g., If I run a stop sign, I will get a ticket; If a person has a stomachache, call the doctor.).  
Ex. Use the sequence of two or more events to show how they are related to an informational text (e.g., bringing glass to the swimming pool, glass is dropped and broken, someone gets cut). |
|                            |                                | Level II AA Students will:  
EERI.9-10.3. Recognize how ideas or events in a text are related.  
Ex. Identify details from informational text to make decisions (e.g., use a weather forecast to decide clothing to wear that day).  
Ex. Given choices, recognize the relationship between information and events that follow, (e.g., “It was raining and the girl did not have an umbrella, she got wet. What should the girl do so she does not get wet?”). |
|                            |                                | Level I AA Students will:  
EERI.9-10.3. Identify information from text.  
Ex. After listening to the teacher read a short informational text (e.g., rules for the swimming pool), use a switch to confirm whether a detail was in a text as the teacher reads and asks, “Did we just read that?”).  
Ex. After shared reading and discussion of an informational text, select from choices an illustration from the text (e.g., point to a picture of a bottle with an X across it from rules for the swimming pool). |
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| **RI.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | **EERI.9-10.4.** Determine meanings of words and phrases in informational text including figurative language. | **Level IV AA Students will:**  
  EERI.9-10.4. N/A  
  **Level III AA Students will:**  
  EERI.9-10.4. Determine meanings of words and phrases in informational text including figurative language.  
  Ex. Make idiom books and write the real meaning (e.g., You’re driving me up a wall = you are making me crazy.).  
  Ex. Given more than one meaning of key vocabulary words, select the one that best matches the reading passage.  
  **Level II AA Students will:**  
  EERI.9-10.4. Determine meanings of words and phrases in informational text.  
  Ex. Identify meaning of key words using context clues.  
  Ex. Use a dictionary to look up the meaning of key words.  
  **Level I AA Students will:**  
  EERI.9-10.4. Recognize words and phrases used in a text.  
  Ex. Name or point out words and phrases in an article  
  Ex. Given a key word for an article, point to it in the article. |

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| RI.9-10.5. 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). | EERI.9-10.5. Determine which sentences in a text support the claims of the author. | Level IV AA Students will:  
EERI.9-10.5. Determine the author’s claims and identify which sentences support his or her claims.  
Ex. Read or listen to a historical text, state the author’s claim and underline the sentences that tell about the author’s claim (e.g., After reading and discussing an excerpt of Franklin Roosevelt’s *State of the Union* address, students identify a claim Roosevelt makes and a sentence that supports the President’s claim.).  
Ex. Read or listen to a science text, select from choices what the author’s claim is and tell which sentences show this is what he or she thinks (e.g., sentences that tell about the author’s claim that we need better recycling programs). |
|                            |                                | Level III AA Students will:  
EERI.9-10.5. Determine which sentences in a text support the claims of the author.  
Ex. Using a passage projected on an interactive whiteboard, read or listen to and discuss with the teacher the claim made in the text; then highlight which sentences tell about the author’s claim.  
Ex. Read or listen to the text and tell which sentences tell about the author’s claim (e.g., that we need better recycling programs). |
|                            |                                | Level II AA Students will:  
EERI.9-10.5. Identify one detail from an article.  
Ex. After reading or listening to an article on a current event, points to a picture from an article that depicts a detail from the article and repeats the detail they heard or read.  
Ex. Read or listen to the text and tell which sentences tell a detail (e.g., *The President came here.*). |
|                            |                                | Level I AA Students will:  
EERI.9-10.5. Identify a detail.  
Ex. Given choices, identify a detail in response to “wh” questions. |
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<td>RI.9-10.6. 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.</td>
<td>EERI.9-10.6. Determine an author’s purpose or point of view.</td>
<td>Level IV AA Students will: EERI.9-10.6. Determine an author’s purpose and point of view and identify an opposing point of view. Ex. When presented with two texts on the same topic but different viewpoints, identify the author’s different perspectives. Ex. Given new sentences, determine if they support the author’s purpose or are opposite.</td>
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<td>Level III AA Students will: EERI.9-10.6. Determine an author’s purpose or point of view. Ex. After reading an informational text, state the author’s purpose (e.g., After reading about a U.S. President, answer, “What is the author trying to tell you?,” say “good president”). Ex. After reading and discussing a science text, select from related and unrelated choices the purpose of the text (e.g., germs make you sick).</td>
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<td>Level II AA Students will: EERI.9-10.6. Identify resource based on its author’s claim. Ex. Select text about snakes from at least three different options. Ex. Select text about a historical figure from choices provided by the teacher.</td>
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<td>Level I AA Students will: EERI.9-10.6. Request a resource by topic or purpose. Ex. Ask for a resource by topic or purpose, (e.g., The teacher says, “What do you want to read about?,” and student says, “bugs.”). Ex. Use a preprogrammed AAC device to request an informational text by topic or purpose.</td>
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<td>Integration of Knowledge and Ideas.</td>
<td>EERI.9-10.7. Compare a selection of informational text about a person with another medium.</td>
<td>Level IV AA Students will: EERI.9-10.7. Compare and contrast a selection from text about a person with other mediums. Ex. Compare a letter written by a subject to a section in a biography or news report telling about the same event (Martin Luther King’s Letter from a Birmingham Jail). Ex. Describe similarity or differences between an informational text about a person and a painting, photograph, or film clip about them.</td>
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<td>RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</td>
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<td>Level III AA Students will: EERI.9-10.7. Compare a selection of informational text about a person with another medium. Ex. Tell what is the same in a biographical video about a person to a text or passage about the same person (e.g., “He was/is president.”).</td>
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<td>Level II AA Students will: EERI.9-10.7. Identify that two sources refer to the same individual. Ex. Identify who two sources are about in a television commercial or brief video (YouTube) and a newspaper article about the same person. Ex. Given a newspaper article and shown two news reports, match the newspaper article to the same person that is presented in a news report.</td>
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<td>Level I AA Students will: EERI.9-10.7. Recognize the meaning of an informational message. Ex. Recognize the topic of an electronic article when read aloud (e.g., about the president). Ex. Given an informational message, respond to the message (e.g., recognize a fire alarm’s connection to a fire drill).</td>
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| RI.9-10.8. 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. | EERI.9-10.8. Delineate statements that support an argument. | Level IV AA Students will:  
EERI.9-10.8. Use evidence and statements to support an argument.  
Ex. Ask and answer questions about whether key details support the central idea or claim of an author in the text.  

Level III AA Students will:  
EERI.9-10.8. Delineate statements that support an argument.  
Ex. Given two statements related to an argument, select the one that supports the argument (e.g., select from “there is no red and green light” and “the street sign is a rectangle” to support “crossing the street in the middle of the block is dangerous”).  
Ex. After reading text about the president in which all of the statements are about the president except for one statement, identify the statement that is not about the president.  

Level II AA Students will:  
EERI.9-10.8. Identify a fact from a text.  
Ex. After two statements are read by the student or teacher, identify which is a fact versus which is an opinion using key words such as I think, I believe, I feel, (e.g., “The body needs food to live.” versus “Some people think sugar is bad for you.”).  
Ex. As statements are read by the teacher from a historical passage, identify which is a fact versus opinion using key words such as I think, I believe, I feel, (e.g., “Lincoln was president of the United States.” versus “Many believe he was a great man.”).  

Level I AA Students will:  
EERI.9-10.8. Recognize that an event occurred.  
Ex. After the teacher reads a brief account of something that happened and discusses it, use a switch to indicate whether an event occurred in the passage (e.g., “Did this happen?”). |
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<td>RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</td>
<td>EERI.9-10.9. Make connections between U.S. documents of historical and literary significance based on related themes and concepts.</td>
<td>Level IV AA Students will: EERI.9-10.9. N/A.</td>
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<td>Level III AA Students will: EERI.9-10.9. Make connections between U.S. documents of historical and literary significance based on related themes and concepts. Ex. After reading or listening to speeches by two famous people and discussing with the teacher what is the same about them, select from choices a concept that connects the two (e.g., two leaders making speeches on freedom). Ex. After reading and discussing with the teacher two historical speeches (e.g., Roosevelt’s Four Freedoms speech, King’s Letters from Birmingham Jail) and discussing key ideas from each and how they are related, tell how the two speeches are related (e.g., about being free).</td>
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<td>Level I AA Students will: EERI.9-10.9. Classify fact and fantasy. Ex. Categorize pictures of objects and people as real or unreal (e.g., a U.S. President and a fairy).</td>
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Range of Reading and Level of Text Complexity.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

EERI.9-10.10. **This Literature Essential Element references all elements above.**
## Ninth-Tenth Grade English Language Arts Standards: Writing

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| **Text Types and Purposes.** | W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | **Level IV AA Students will:**
|                            | a. 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. | EEW.9-10.1.a-b. Write to express an opinion with supporting information about a topic or text and a concluding statement.
|                            | b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. | Ex. Write an argument to support claims with clear reasons or evidence and introduce alternate or opposing claims.
|                            | Ex. Write a claim about the class election (e.g., Joe is the best) and an argument to support the claim (e.g., he is a friend) and a reason (e.g., he is good) and introduce a counterclaim (e.g., Jen is good, too).
|                            | Ex. Write a claim (e.g., School uniforms are bad) and an argument to support it (e.g., too hard) with a reason (e.g., lots of buttons) and introduces a counterclaim (e.g., uniforms easy to decide).
|                            | Ex. Write a claim (e.g., No fighting at school.) an argument to support it (e.g., It is the rule.) and a reason (e.g., someone hurt). | Level III AA Students will:
|                            | EEW.9-10.1.a-b. Write about a personal opinion and give more than one reason supporting and rejecting the claim. | EEW.9-10.1.a-b. Write about a personal opinion and give more than one reason supporting and rejecting the claim.
|                            | Ex. Given a statement (e.g., Students should have more freedom.), initially express agreement (e.g., We are in 8th grade. We can make good choices.) and then disagreement (e.g., Sometimes we make mistakes. Sometimes we don’t think ahead.) and give more than one reason why, and then draw a conclusion (e.g., Parents and teachers can help with freedom.). | Level II AA Students will:
|                            | Ex. Write a claim (e.g., School uniforms are bad) and, after teacher-led discussion, adds an argument to support it (e.g., too hard) with a reason (e.g., lots of buttons).
|                            | Ex. Write a claim (e.g., No fighting at school.) an argument to support it (e.g., It is the rule.), and, after getting feedback on the draft from the teacher, adds a reason (e.g., someone hurt). | EEW.9-10.1.a-b. With teacher support and guidance, write an argument to support claims with one clear reason and a piece of evidence.
|                            | Ex. Writes a claim about the class election (e.g., Joe is the best) with a peer, brainstorm arguments and reasons with the peer, and then write an argument to support the claim (e.g., he is a friend), and a reason (e.g., he is good).
|                            | Ex. Write a claim (e.g., School uniforms are bad) and, after teacher-led discussion, adds an argument to support it (e.g., too hard) with a reason (e.g., lots of buttons). | Level I AA Students will:
|                            | Ex. Write a claim (e.g., No fighting at school.) an argument to support it (e.g., It is the rule.), and after alternating turns with the teacher, uses assistive technology to type letters and words (e.g., nice) as the teacher models during her turn, short simple reasons (e.g., Students look nice. Students look the same.) | EEW.9-10.1.a-b. With guidance and support, write a claim and a reason.
|                            | Ex. Use a ready-made set-up in multimedia software to choose words to write a claim. | Ex. After a peer writes, state agreement or disagreement (e.g., A peer writes, uniforms are bad, indicate “Yes” when asked, “Do you agree? Are uniforms bad?”) and then using assistive technology, type letters or words providing a reason.
|                            | Ex. Choose a claim from two options (e.g., School uniforms are bad. School uniforms are good.) and alternating turns with the teacher, uses assistive technology to type letters and words (e.g., nice) as the teacher models during her turn, short simple reasons (e.g., Students look nice. Students look the same.). | Ex. Choose a claim from two options (e.g., School uniforms are bad. School uniforms are good.) and alternating turns with the teacher, uses assistive technology to type letters and words (e.g., nice) as the teacher models during her turn, short simple reasons (e.g., Students look nice. Students look the same.).
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<td>c. 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.</td>
<td>EEW.9-10.1.c. N/A</td>
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<td>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
<td>EEW.9-10.1.d. N/A</td>
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<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td>EEW.9-10.1.e. N/A</td>
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<td>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
<td>EEW.9-10.2.a-b. Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.</td>
<td>Level IV AA Students will: EEW.9-10.2.a-b. Write to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write about a hobby stating what the hobby is (e.g., I like cooking.), writing a paragraph about favorite foods to cook with a reason (e.g., I like make girl ches [grilled cheese], mac n chees [macaroni and cheese]. I like melt ches [melted cheese].) and favorite desserts (e.g., I like make [making] hot fuj sunda [fudge sundaes] with ice crem sprinkls [cream sprinkles]. Ice crem [cream] is cold and sweet [sweet].).</td>
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<td>a. 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.</td>
<td>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</td>
<td>Level III AA Students will: EEW.9-10.2.a-b. Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write to give directions to a place in the school including a step-by-step organization with illustrations as needed to support understanding. Ex. Write to describe a school assembly first describing what the topic was (e.g., DARE), who was involved (all the kids), then the activity (listen to polis [police]) and details (No beer. No drugs.).</td>
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<td>Level II AA Students will: EEW.9-10.2.a-b. Write to convey ideas and information using clear organization as well as graphics and multimedia. Ex. Write to give directions to a place in the school including most of the steps with illustrations as needed to support understanding. Ex. Write to describe a school assembly about DARE saying who was involved (all the kids) and what happened (listen to polis [police]).</td>
<td>Level I AA Students will: EEW.9-10.2.a-b. With guidance and support, write to convey ideas. Ex. Use a preprogrammed alternate keyboard to write about the school assembly (like it). Ex. Work with a teacher using two-switch step scanning to scan through the letters of the alphabet directing the teacher to “go to the next one,” and “write that one down,” in order to select letters to use in writing about school. Ex. Using word prediction software and with a teacher’s support and guidance, write about a favorite activity in class (like going to a movie).</td>
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<td>EEW.9-10.2.c. N/A</td>
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<td>EEW.9-10.2.f. N/A</td>
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<th>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</th>
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<td>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</td>
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<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
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<td>f. 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).</td>
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<td>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
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<td>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</td>
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<td>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td>
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<td>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
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| Production and Distribution of Writing. | EEW.9-10.4. Produce writing that is appropriate to a particular task, purpose, and audience. | Level IV AA Students will:  
EEW.9-10.4. Produce coherent writing that is complete and appropriate to a particular task, purpose, and audience.  
Ex. Write directions in sequence to do a particular task.  
Ex. Make a list of things to assemble that will be needed for a class project. |
| W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |  | Level III AA Students will:  
EEW.9-10.4. Produce writing that is appropriate to a particular task, purpose, or audience.  
Ex. Make a list of things to pack for a trip using a talking word processor with word prediction software.  
Ex. Make a list of three or four steps needed to complete a task by responding to questions in graphic organizer software (e.g., List all the things you did. What did you do first? What did you do next? What was the last thing you did?), which is then converted to text outline and imported into talking word processor, where students expands on the notes and checks accuracy. |
|  |  | Level II AA Students will:  
EEW.9-10.4. With guidance and support, produce writing that is appropriate to the task, purpose, or audience.  
Ex. Use a word/picture bank projected on an interactive whiteboard combined with spelling to make a list of things to pack for a trip.  
Ex. Use a set of guidelines, word prediction software, and a talking word processor to write a letter with of application with an introduction, body, and a closing. |
|  |  | Level I AA Students will:  
EEW.9-10.4. With guidance and support, write.  
Ex. Use a keyboard to type letters interactively with a peer who provides a model by writing conventionally but simply.  
Ex. Use a multiple message voice output device interfaced with a computer and help from an adult who navigates to the desired page to make a list of free choice activities and then types letter-by-letter about each activity. |
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| W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | EEW.9-10.5. Develop writing by planning and revising own writing by adding more information. | Level IV AA Students will:  
EEW.9-10.5. Strengthen writing by planning and revising own writing and adding more information.  
Ex. Given a topic and a sample brainstorming bubble, generate ideas and write them down, then reread what is written and add one more detail.  
Ex. Develop outline before beginning the writing process (topic, three details, conclusion) and use it to write, seek peer feedback, and then add to the outline based on feedback provided. |
|                           |                               | Level III AA Students will:  
EEW.9-10.5. Develop writing by planning and revising own writing by adding more information.  
Ex. Given a topic and a sample brainstorming bubble, generate ideas and write them down, then reread what is written and add one more detail.  
Ex. Using a question framework (e.g., 5 W’s and an H) in graphic organizer software, take turns entering information into the organizer, seek another peer partner group’s feedback, and then add to the outline.  
Ex. After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback. |
|                           |                               | Level II AA Students will:  
EEW.9-10.5. With guidance and support from adults and peers, develop writing by planning and revising own writing by adding more information.  
Ex. After sharing writing with peers, work with peers to brainstorm ideas to add. Peers write all of the ideas in a list and give it to the student to use in revising and adding more information to improve the overall quality of the writing.  
Ex. Work with peers to plan a written report of their research project. Each takes turns reading what they have to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it. |
|                           |                               | Level I AA Students will:  
EEW.9-10.5. With guidance and support from adults and peers, add more to writing to clarify message.  
Ex. When asked by an adult or peer to add more, select additional letters or words to add to the overall message.  
Ex. With teacher guidance and support and using word prediction software (e.g., The teacher asks, “What sound do you hear at the beginning of cat?”), and a talking word processor (e.g., The teacher says, “It said car. I thought you were trying to write cat. What can we change to make it say cat?”), label familiar pictures from a favorite text. |
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| W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | EEW.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products. | Level IV AA Students will:  
EEW.9-10.6. Use technology, including the Internet, to produce, publish, and update individual writing products.  
Ex. Use technology to update, edit, and revise a piece of own writing.  
Ex. Use a talking word processor to listen to first draft and decide what information to add, spell check and grammar check to edit, and then export digital draft to class wiki.  
Ex. Having published a draft in a digital writing environment (e.g., website, wiki, blog), review comments of classmates about the draft, download it to a talking word processor with word prediction software, revise it based on the feedback, and upload back to the digital writing environment.  

Level III AA Students will:  
EEW.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.  
Ex. Use technology to add a sentence in an electronic shared writing product.  
Ex. Add words to sentences in an electronic shared writing product.  
Ex. Use online communication software to text message with an e-buddy in another classroom or school.  
Ex. Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.  
Ex. Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with an alternative keyboard, and share what was learned with classmates.  
Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.  

Level II AA Students will:  
EEW.9-10.6. With guidance and support, use technology, including the Internet, to produce, publish, and update shared writing products.  
Ex. After reviewing and discussing a shared writing product, add words to sentences in the electronic shared writing product.  
Ex. Having sent an e-mail to an adult, read their response seeking additional information or clarification, and write a new e-mail to address the request.  
Ex. Use an alternative keyboard programmed with the day’s activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook.  

Level I AA Students will:  
EEW.9-10.6. With guidance and support, use technology to write.  
Ex. Use a keyboard to type letters and words interactively with a peer or an adult who types simple, conventionally spelled messages.  
Ex. Use a keyboard programmed for only alphabet letters and a space bar, word prediction software, and a talking word processor with a peer model to take turns typing text messages to one another. |
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<td>Research to Build and Present Knowledge.</td>
<td>EEW.9-10.7. Conduct short research projects to answer questions posed by self and others using multiple sources of information.</td>
<td>Level IV AA Students will: EEW.9-10.7 Conduct short research projects to answer questions posed by self and others using multiple sources of information. Ex. Interact with a variety of websites using a screen reader to access the information in order to answer a question posed by the teacher and generate two questions of his or her own. Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column as they do so.</td>
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<td>W.9-10.7. 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.</td>
<td></td>
<td>Level III AA Students will: EEW.9-10.7. Conduct short research projects to answer questions posed by self and others using multiple sources of information. Ex. Interact with two websites using a screen reader to access the information in order to answer a question posed by the teacher and to generate two questions. Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit two websites to answer questions they posed in the W column and take notes in the L column as they do so.</td>
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<td>Level II AA Students will: EEW.9-10.7. Conduct short research projects to answer questions using one or more sources of information. Ex. Given a question and text posted on an interactive whiteboard, research to find the answer to a question after a peer reads the question aloud and discusses it with the student before reading the text aloud to find the answer. Ex. Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., “Where is most of the water on earth?” Water in oshun [ocean].).</td>
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<td>Level I AA Students will: EEW.9-10.7. With guidance and support, answer questions based on a text or other sources of information. Ex. With guidance and support, answer a yes or no question about an experience described in a text they have authored using word prediction software with a topic-specific dictionary. Ex. With guidance and support, answer multiple-choice questions about information provided in a text that they have co-authored with a peer about a favorite school activity. Ex. Use word prediction software to answer questions about an illustration from a favorite text inserted in a digital document, and, if spelling is unclear, answer yes or no questions about their answer.</td>
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| W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | EEW.9-10.8. Select information from multiple sources and use the information to write answers to research questions. | Level IV AA Students will: EEW.9-10.8. Select information, including quotes, from multiple sources and use the information to write answers to research questions.  
Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, select information about the topic and use the information to answer questions using direct quotes from the websites.  
Ex. Given a problem and bookmarked websites, use at least two sources to show a solution to the problem. |
|                           |                               | Level III AA Students will: EEW.9-10.8. Select information from multiple sources and use the information to write answers to research questions.  
Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, use a screen reader to read the sites and select information about the topic. Then, use the information to answer questions.  
Ex. Given a problem and bookmarked websites, use at least two sources to show a solution to the problem. | Level II AA Students will: EEW.9-10.8. With guidance and support, select information from multiple sources and use the information to write answers to research questions.  
Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site and copy/paste information to answer the questions.  
Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site, listen and read the information with a screen reader, and use word prediction software with a talking word processor to write their answers.  
Ex. Given a guiding question, use a single message voice output communication device to say, “That’s it” when the teacher reads something from a teacher-selected text that answers the question.  
Ex. With teacher guidance and support as needed with any of the steps: given a topic, a single bookmarked website, a what or where question, use a screen reader to listen to and read the information at the site, and use word prediction software with a talking word processor and adapted keyboard presenting only alphabet letters, space bar, and a period, write an an answer. | Level I AA Students will: EEW.9-10.8. With guidance and support, use information from one source to answer a question.  
Ex. Given a guiding question, use a single message voice output communication device to say, “That’s it” when the teacher reads something from a teacher-selected text that answers the question.  
Ex. With teacher guidance and support as needed with any of the steps: given a topic, a single bookmarked website, a what or where question, use a screen reader to listen to and read the information at the site, and use word prediction software with a talking word processor and adapted keyboard presenting only alphabet letters, space bar, and a period, write an an answer. |
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<td>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 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].”)</td>
<td>EEW.9-10.9. Use information from literary and informational text to support writing. a. Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Identify when an author has drawn upon or included references to another text.”).</td>
<td>Level IV AA Students will: EEW.9-10.9.a. Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Determine how an author has drawn upon or included references to another text.”). Ex. After reading to determine how an author has related information from a previous book in a series to a later book in the same series, write about it. Ex. After reading to determine how information from one author’s text is found in another author’s text, write about it.</td>
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<td>Level III AA Students will: EEW.9-10.9.a. Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Identify when an author references one text to another text.”). Ex. After reading to identify when an author has drawn upon another text, write about the text that was drawn upon. Ex. After reading two stories on similar topics, write the parts of the texts that are the same.</td>
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<td>Level I AA Students will: EEW.9-10.9.a. With guidance and support from adults and peers, participate in shared writing activities that apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Identify when an author references one text to another text.”). Ex. After reading two very basic texts on similar topics, indicate “same” or “different” as the teacher displays two pages, focusing first on the illustrations and later on the text content, and the teacher adds the responses to a chart. Ex. After listening to an e-buddy read aloud a simple text over Internet videoconferencing, exchange e-mails in which the e-buddy includes references or quotes in each message, and the student identifies it with teacher guidance and support, and using word prediction software and a talking word processor types a message indicating the text line and page of the reference or quote and a comment about it.</td>
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| b. Apply grades 9–10 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”). | EEW.9-10.9.b. Apply Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., “Delineate statements that support an argument.”). | Level IV AA Students will:
  EEW.9-10.9.b. Apply Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., “Use evidence and statements to support an argument.”). Ex. Write answers to questions about whether key details support the central idea or claim of an author in the text. |
|                           |                             | Level III AA Students will:
  EEW.9-10.9.b. Apply Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., “Delineate statements that support an argument.”) Ex. Read a text to determine which claims are fact and then make a list of those facts. Ex. Read a book to determine the author’s point of view and then write selected phrases from the text that support it. Ex. Complete the L column of a KWL chart, answering questions they posed with text evidence, noting the page where answers were found. |
|                           |                             | Level II AA Students will:
  EEW.9-10.9.b. With guidance and support, apply Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., “Delineate statements that support an argument.”). Ex. Read a text with the teacher and a small group to determine which claims are fact and then work with the group to write a list of those facts. Ex. After reading a book with an adult to determine the author’s point of view, discuss the point of view and write about the facts from the conversation while the teacher helps the student recall the facts. |
|                           |                             | Level I AA Students will:
  EEW.9-10.9.b. With guidance and support, participate in group writing activities applying Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., “Delineate statements that support an argument.”). Ex. Use voice output communication devices to interact with peers during collaborative writing projects, asking them to read aloud and point to text as they do so, and indicating “yes” or “no” to keep the information in the text. For “no” responses, peers will defend evidence with text references or eliminate as directed. Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project. |
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<td>Range of Writing.</td>
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<td><strong>W.9-10.10.</strong> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
<td><strong>Level IV AA Students will:</strong> Ex. Using word prediction software with a topic-specific dictionary and a talking word processor on the computer, write notes to the school principal and the teacher about an upcoming event. Ex. Using word prediction software with a topic-specific dictionary and a talking word processor, complete a short research report and then review and revise it. Ex. With guidance and support, write labels to go with a display for a group research project. <strong>EEW.9-10.10.</strong> With guidance and support, communicate routinely for a variety of purposes and audiences. Ex. After shared reading of an informational passage and repeating a word or phrase from the passage, use a multiple message voice output device and models from an adult communication partner to make comments during group writing projects which are written on a comments page and read aloud to the student by a peer. Ex. After shared reading of an informational passage and nodding to agree when the teacher repeats a statement from the passage, use a multiple message voice output device with a peer who helps navigate to the appropriate page to give feedback to peers who are sharing their writing. This feedback is written by peers on their drafts and read aloud via a talking word processor, screen reader, or a peer to the student.</td>
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### Ninth-Tenth Grade English Language Arts Standards: Speaking and Listening

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| Comprehension and Collaboration. | EESL.9-10.1. Initiate and participate in collaborative discussions. | **Level IV AA Students will:**  
EESL.9-10.1.a. Prepare for discussions by collecting information on the topic and referring to it in the discussion.  
Ex. In preparation for a discussion, read or listen to a text or other multiple media source to create a list of facts about an assigned topic, and then refer to that list during a discussion on the topic.  
Ex. In preparation for a discussion, read or listen to a text on a topic and highlight important information, and then refer to that highlighted information during a discussion on the topic.  
Ex. In preparation for a discussion, preprogram information about a topic on a multiple message voice output device and then use the preprogrammed messages during a discussion. |
| SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |  
 a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. | **Level III AA Students will:**  
EESL.9-10.1.a. Prepare for discussions by collecting information on the topic.  
Ex. In preparation for a discussion, read or listen to a text or other multiple media source to create a list of facts about an assigned topic.  
Ex. In preparation for a discussion, read or listen to a text on a topic and highlight important information. |
|  |  | **Level II AA Students will:**  
EESL.9-10.1.a. Prepare for discussions by collecting information on the topic with a group.  
Ex. In preparation for a discussion, work with a peer or group of peers reading and/or listening to text or other multiple media sources to create a list of facts about an assigned topic.  
Ex. In preparation for a discussion, work with a peer or group of peers to read with text displayed on an interactive whiteboard and highlight the important information. |
|  |  | **Level I AA Students will:**  
EESL.9-10.1.a. With guidance and support, prepare for a discussion by previewing pre-stored messages and then share those messages during the discussion.  
Ex. In preparation for a discussion, practice selecting four different messages from a multiple message voice output device programmed by the teacher, and then share the messages during a discussion.  
Ex. In preparation for a discussion, preview a message on a single message voice output device programmed by a peer by activating the message and attending to the peer’s explanation, and then activate the message during the ensuing group discussion. |
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| b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. | EESL.9-10.1.b. Work with peers to set rules for discussions. | **Level IV AA Students will:**
EESL.9-10.1.b. Work with peers to set rules for discussions.
Ex. Contribute own ideas (e.g., take turns) during a discussion of group rules, agree upon the rules the group decides, and then follow the rules during the ensuing discussion.
Ex. Work with peers to select rules they will follow from a list of possibilities, and then follow those rules during the discussion. |
|                           |                               | **Level III AA Students will:**
EESL.9-10.1.b. Work with peers to set rules for discussions.
Ex. Contribute own ideas (e.g., take turns) during a discussion of group rules, agree upon the rules the group decides. |
|                           |                               | Ex. Work with peers to select rules they will follow from a list of possibilities. |
|                           |                               | **Level II AA Students will:**
EESL.9-10.1.b. Follow rules for discussions.
Ex. Given that the group decided they would take turns, take turns during the discussion. Ex. Given that the group decided they would stick to the topic, remain on the topic of the discussion. |
|                           |                               | **Level I AA Students will:**
EESL.9-10.1.b. Follow the discussion.
Ex. Demonstrate attention to the discussion by nodding, gesturing, or vocalizing appropriately in response to peers and the teacher. Ex. Indicate agreement to include a group rule by activating a single message voice output device (e.g., “That’s a good idea.”). |
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| C. Propelling conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. | EESL.9-10.1.c. Ask and answer questions during a discussion. | **Level IV AA Students will:**
EESL.9-10.1.c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion.
Ex. Participate in a discussion on an assigned topic by asking questions to clarify or verify comments by peers (e.g., “What did you mean?” “Where did you find out?”) and responding to questions to clarify own comments (e.g., “I don’t know.” “I saw it in this movie.”).
Ex. While participating in a discussion, ask questions while peers are speaking to clarify their comments (e.g., “What does that mean?”) and answer questions posed by peers to verify own information (e.g., “Let me show you.”).

**Level III AA Students will:**
EESL.9-10.1.c. Ask and answer questions during a discussion.
Ex. During a discussion, use preprogrammed questions on a multiple message voice output device to ask questions or peers (e.g., “Why?” “When did that happen?” “How do you know?”), and respond to questions by pointing to prepared responses or using the device to construct responses.
Ex. During a discussion, answer questions about own contributions (e.g., “What else do you know?”) and ask questions of others (e.g., “Then what happened?”).

**Level II AA Students will:**
EESL.9-10.1.c. Ask or answer questions during a discussion.
Ex. Answer questions posed by peers during a discussion (using “yes” or “no” responses or single words, activating a voice output device with preprogrammed messages, or pointing to a picture).
Ex. Ask peers questions during a discussion (e.g., using single words such as who, what, where; single words with a rising intonation; or activating a voice output device with preprogrammed messages, “Can you tell me more?”).

**Level I AA Students will:**
EESL.9-10.1.c. Participate in a discussion.
Ex. During a discussion, use a preprogrammed multiple message voice output device to comment (e.g., “That’s interesting.” or “I know something about that.”).
Ex. During a discussion, use a preprogrammed single message voice output to comment during a discussion.
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| d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | EESL.9-10.1.d. Indicate agreement or disagreement with others during discussions. | **Level IV AA Students will:**  
**EESL.9-10.1.d.** Clarify own views during discussions.  
Ex. After stating own view (e.g., “I think the order is wrong.”), a peer seeks clarification (e.g., “What is wrong?”), and the student clarifies (e.g., “This one goes first.”).  
Ex. During a discussion with peers, one peer says, “<Student> thinks this is a waste of time.” The student clarifies, “No, I don’t. It is important.” |
|                           |                               | **Level III AA Students will:**  
**EESL.9-10.1.d.** Indicate agreement or disagreement with others during discussions.  
Ex. During a discussion about an assigned topic, indicate agreement with the speaker by nodding or offering verbal confirmation, “yeah” or “me too”.  
Ex. During a discussion, one peer says, “I think we’re done.” and the student agrees, “Yeah, done.” | **Level II AA Students will:**  
**EESL.9-10.1.d.** State own views during a discussion.  
Ex. During a discussion, tell the group, “That is the most important part.”  
Ex. During a discussion, share views about a topic that the student preprogrammed into a multiple message voice output device. |
|                           |                               | **Level I AA Students will:**  
**EESL.9-10.1.d.** Participate in a discussion.  
Ex. See EESL.9-10.1.c. |
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| SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | EESL.9-10.2. Determine the credibility of information presented in diverse media or formats. | **Level IV AA Students will:**  
EESL.9-10.2. Determine the credibility of information presented across diverse media or formats.  
Ex. Compare information on one topic from two or more Internet sources.  
Ex. Compare information on a topic in a book with the same topic described on the Internet.  

**Level III AA Students will:**  
EESL.9-10.2. Determine the credibility of information presented in diverse media or formats.  
Ex. Use strategies to confirm the credibility of information gathered (e.g., Check with a known authority to verify information found on the Internet such as asking the school nurse about health information or a parent or adult about safety information.).  
Ex. Check information gathered from one source with the information presented on the same topic in another source in order to determine its credibility.  

**Level II AA Students will:**  
EESL.9-10.2. Identify information presented in diverse media or formats.  
Ex. Search the web using terms related to the topic in order to find information about a specific topic.  
Ex. Look in the index of a book to find a reference to information on an assigned topic.  
Ex. Stop a video at the appropriate point where information on a particular topic is being shared.  

**Level I AA Students will:**  
EESL.9-10.2. With guidance and support, identify information presented in diverse media or formats.  
Ex. Work with a peer to search the web entering terms identified by the peer and scanning sites for information on a predetermined topic.  
Ex. After a peer explains information related to a topic, identify a related photo from an array displayed on an interactive whiteboard. |
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| SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | EESL.9-10.3. Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported). | **Level IV AA Students will:**  
EESL.9-10.3. Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported).  
Ex. Given a video recording of a speaker, stop the video after each claim and determine when it is fact or opinion.  
Ex. Given a written record (notes) of the claims a speaker made, highlight each of the claims that are fact and those that are opinion.  
Ex. Determine whether claims made by a speaker are fact or opinion by asking advice of a parent or teacher.  

**Level III AA Students will:**  
EESL.9-10.3. Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported).  
Ex. Given a written version of a single claim presented by a speaker, evaluate the claim to determine whether it is fact or opinion.  
Ex. After a peer makes a claim about a text being read and discussed, determine whether the claim is supported by the text.  

**Level II AA Students will:**  
EESL.9-10.3. Identify whether claims made by a speaker regarding a known topic are fact or opinion.  
Ex. Given claims made by a speaker regarding a topic that is known to the student (e.g., It always snows when it is cold.), identify whether the claim is true.  
Ex. While listening to the morning announcements, determine whether announcements are fact (e.g., Tomorrow is an early release day.) or opinion (e.g., Saturday’s dance is sure to be the best ever.).  

**Level I AA Students will:**  
EESL.9-10.3. Identify facts about self.  
Ex. Given a list of facts about students in the class, identify those that are facts about self (e.g., I am a boy. I have brown hair. I have green eyes.). |
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| **Presentation of Knowledge and Ideas.** | **EESL.9-10.4.** Present information logically with an organization that is appropriate to the purpose, audience, and task. | **Level IV AA Students will:**
| **SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | **EESL.9-10.4.** Present information and supporting evidence logically with an organization that is appropriate to the purpose, audience, and task.  
Ex. Given the assignment to present information to teach others how to complete a task, gather the information with supporting evidence, organize it, and present it to the class.  
Ex. Match information with supporting evidence, organize it to display in a multimedia presentation, and present it to the group (e.g., PowerPoint notes with PowerPoint presentation).  
**Level III AA Students will:**
| **EESL.9-10.4.** Present information logically with an organization that is appropriate to the purpose, audience, and task.  
Ex. Create a presentation for parents about a project the class completed that begins with a picture of the final product and then explains each step and presents it at an open house.  
Ex. Present information about a book being read in class starting with a statement of the topic and main idea of the book and following with important details that appear throughout.  
**Level II AA Students will:**
| **EESL.9-10.4.** Present information.  
Ex. Share information on assigned topic that has been prepared with peers.  
Ex. Assist peers in presenting information that has been compiled working with the group.  
**Level I AA Students will:**
| **EESL.9-10.4.** Communicate with peers on an assigned topic.  
Ex. Speak, sign, use symbols or technology to share an idea on a topic with peers (e.g., “Dogs are good pets.”).
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| SL.9-10.5 | Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding. | **Level IV AA Students will:**  
Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.  
Ex. Use a combination of text, graphics, and video clips in a presentation about their own responsibilities as part of a unit on personal responsibility.  
Ex. Strategically place text and graphic images on a tri-fold science display to add interest to a presentation on an assigned topic. |
| EESL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | **Level III AA Students will:**  
Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.  
Ex. Put text and graphics together in a multimedia presentation about their own responsibilities as part of a unit on personal responsibility.  
Ex. Place a text and graphic images on a tri-fold science display and use it to support an oral presentation. |
| EESL.9-10.5 | Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding. | **Level II AA Students will:**  
Select an image or other digital media to add to a presentation.  
Ex. Given an array of images selected by peers or an adult, select an image to add to a predetermined section of a presentation.  
Ex. Given a selection of short video clips edited by peers or an adult, select an image to include in a presentation. |
| EESL.9-10.5 | Assist with media presentation. | **Level I AA Students will:**  
Assist with media presentation.  
Ex. Indicate approval of images a peer has selected to include in a media presentation.  
Ex. Use a switch to give a presentation prepared with a group of peers. |
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<td>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
<td>EESL.9-10.6. Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.</td>
<td>Level III AA Students will: EESL.9-10.6. Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. Ex. Shift from informal communication with peers during a discussion to speaking in complete sentences when the teacher asks for a summary of the discussion. Ex. During lunch, adapt from informal, telegraphic speech when communicating with peers (e.g., holds up milk carton and says, “help”) to complete sentences when an adult stops to ask a question (e.g., “We can go now.”). Ex. During a discussion, speak in complete sentences to share prepared information and shift to informal language to respond to follow-up questions from peers.</td>
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<td>Level II AA Students will: EESL.9-10.6. Communicate in a variety of contexts and tasks using complete sentences when asked. Ex. Expand an initial single-word communication to a complete sentence when asked (e.g., The student says, “more” and expands it to say, “I want more.” when asked). Ex. Use a multiple message voice output device to expand an initial communication to a complete sentence (e.g., The student uses a multiple message voice output device to say, “bad class,” and expands it to say, “The class was bad.” when asked to say it in a complete sentence.). Ex. Use a multiple voice output device to expand an initial communication when asked for clarification (e.g., The student says, “basketball game,” a peer says “What about the basketball game?,” and the student says, “See basketball game?”).</td>
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<td>Level I AA Students will: EESL.9-10.6. Communicate in a variety of contexts. Ex. When working with peers, eye gazes to choices offered by peers to make choices and contribute. Ex. When working with a related services provider, select a symbol from an array of options to communicate a choice of activities.</td>
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<td><strong>Conventions of Standard English.</strong></td>
<td><strong>EEL.9-10.1.</strong> Demonstrate knowledge of the conventions of standard English grammar and usage when writing or speaking.</td>
<td><strong>Level IV AA Students will:</strong>&lt;br&gt;<strong>EEL.9-10.1.b.</strong> Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.</td>
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<td><strong>L.9-10.1.</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td><strong>EEL.9-10.1.b.</strong> Use various types of phrases (noun, verb, adjectival, adverbal, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</td>
<td><strong>Level III AA Students will:</strong>&lt;br&gt;<strong>EEL.9-10.1.b.</strong> Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information. Ex. Give an oral report on a topic (e.g., explain a simple process) using sentences that includes a variety of parts of speech. Ex. Write a brief, written report using sentences that includes a variety of parts of speech.</td>
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<td><strong>b.</strong> Use parallel structure.*[sic]</td>
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<td><strong>Level II AA Students will:</strong>&lt;br&gt;<strong>EEL.9-10.1.b.</strong> Use complete sentences to convey information in spoken and written English. Ex. Write grammatically complete sentences when making entries in a journal. Ex. Use grammatically complete sentences to tell about science class.</td>
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<td><strong>EEL.9-10.1.</strong> Use complete sentences to convey information in spoken and written English. Ex. Write grammatically complete sentences when making entries in a journal. Ex. Use grammatically complete sentences to tell about science class.</td>
<td><strong>Level I AA Students will:</strong>&lt;br&gt;<strong>EEL.9-10.1.b.</strong> Understand the meaning of words. Ex. Selects from an array of pictures, objects, or other symbols to demonstrate understanding of spoken words.</td>
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<td>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</td>
<td>EEL.9-10.2. Demonstrate understanding of use of conventions of standard English writing. a. Use correct punctuation when writing.</td>
<td>Level IV AA Students will: EEL.9-10.2.a. Use correct punctuation when writing. Ex. Write a letter and include a comma after greeting and closing as well as ending punctuation throughout. Ex. Write a brief dialogue using quotation marks appropriately.</td>
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<td>Level III AA Students will: EEL.9-10.2.a. Use correct punctuation when writing. Ex. Write a series of sentences using correct ending punctuation on each sentence.</td>
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<td>Level II AA Students will: EEL.9-10.2.a. Use correct punctuation when writing a sentence. Ex. Use correct punctuation in writing one simple sentence.</td>
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<td>Level I AA Students will: EEL.9-10.2.a. With guidance and support during shared writing, indicate the need to use any form of punctuation.</td>
</tr>
<tr>
<td>b. Use a colon to introduce a list or quotation.</td>
<td>EEL.9-10.2.b. N/A</td>
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<tr>
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<tr>
<td>EEL.9-10.2. Demonstrate understanding of use of conventions of standard English writing. a. Use correct punctuation when writing.</td>
<td>Level IV AA Students will: EEL.9-10.2.a. Use correct punctuation when writing. Ex. Write a letter and include a comma after greeting and closing as well as ending punctuation throughout. Ex. Write a brief dialogue using quotation marks appropriately.</td>
</tr>
<tr>
<td>EEL.9-10.2.a. Use correct punctuation when writing.</td>
<td>Level III AA Students will: EEL.9-10.2.a. Use correct punctuation when writing. Ex. Write a series of sentences using correct ending punctuation on each sentence.</td>
</tr>
<tr>
<td>EEL.9-10.2.a. Use correct punctuation when writing a sentence.</td>
<td>Level II AA Students will: EEL.9-10.2.a. Use correct punctuation when writing one simple sentence.</td>
</tr>
<tr>
<td>EEL.9-10.2.a. With guidance and support during shared writing, indicate the need to use any form of punctuation.</td>
<td>Level I AA Students will: EEL.9-10.2.a. With guidance and support during shared writing, indicate the need to use any form of punctuation.</td>
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| C. Spell correctly.       | EEL.9-10.2.c. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words. | Level IV AA Students will:  
EEL.9-10.2.c. Spell most high-frequency words correctly and apply knowledge of word chunks including common prefixes, suffixes, and roots (morphemes) in spelling longer words.  
Ex. Using words from a story just read, write a letter to the character spelling the words correctly.  
Ex. Spell words with common roots and predetermined prefixes (e.g., un-, re-) when writing. |
|                           |                               | Level III AA Students will:  
EEL.9-10.2.c. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.  
Ex. Given a list of focus words for the week, retell a story read, spelling focus words correctly.  
Ex. Given index cards with various word chunks, match cards to create words recited by the teacher. |
|                           |                               | Level II AA Students will:  
EEL.9-10.2.c. With guidance and support, spell familiar single-syllable words correctly.  
Ex. Use a word wall to spell words correctly when writing. |
|                           |                               | Level I AA Students will:  
EEL.9-10.2.c. Demonstrate knowledge of capital letters.  
Ex. Identify the first letter of first name.  
Ex. Identify uppercase letters from an array of letters.  
Ex. Distinguish letters from numbers in an array. |
| Knowledge of Language.    |                               | Level IV AA Students will:  
EEL.9-10.3. Use knowledge of language to achieve desired meaning when writing or communicating.  
a. Write and revise work so that it communicates clearly to the intended audience.  
Ex. Write a short report on a content topic, reread and revise for clarity.  
Ex. Write instructions for a process, reread, and revise for proper sequence. |
| L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | EEL.9-10.3. Use knowledge of language to achieve desired meaning when writing or communicating.  
a. Write and revise work so that it communicates clearly to the intended audience.  
Ex. Write a letter, reread to make sure it says what is intended, and revise to clarify.  
Ex. Adds an adjective to the sentence to clarify meaning. |
|                           |                               | Level I AA Students will:  
EEL.9-10.3. Select words to communicate desired message.  
Ex. Select from an array of pictures, objects, or symbols to communicate desired message. |
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| Vocabulary Acquisition and Use. | **L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  
   a. 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.  
   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*). | **Level IV AA Students will:**  
   **EEL.9-10.4.** 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.  
   **Level III AA Students will:**  
   **EEL.9-10.4.** Use context to determine the meaning of unknown words.  
   Ex. Determine the meaning of untaught words using knowledge of the topic of the passage and the context surrounding the word.  
   **Level II AA Students will:**  
   **EEL.9-10.4.** Determine meaning of a word or phrase from context in a sentence.  
   Ex. Given choices of old and new words, correctly fills in a word to complete a sentence.  
   **Level I AA Students will:**  
   **EEL.9-10.4.** Recognize the meaning of word from a picture.  
   Ex. When shown a picture of an elephant and the teacher says, “This elephant is huge. Does huge mean big or small?,” the student chooses symbol for big.  
   Ex. Point to object (computer) in response to word to indicate meaning. |

**EEL.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words.  
   a. Use context to determine the meaning of unknown words.  
   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*).  

**EEL.9-10.4.a.** N/A
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<tr>
<td>c. 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.</td>
<td>EEL.9-10.4.c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</td>
<td>Level IV AA Students will: EEL.9-10.4.c. N/A</td>
</tr>
<tr>
<td>d. 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).</td>
<td>EEL.9-10.4.d. See EEL.9-10.4.c. above.</td>
<td>Level III AA Students will: EEL.9-10.4.c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word. Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning. Ex. Look up an unfamiliar word in a primary dictionary to check the meaning.</td>
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<td>Level II AA Students will: EEL.9-10.4.c. With guidance and support, consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Double-click on a word to reveal the definition of a word in multimedia reading software. Ex. With support getting to the correct page, look up an unfamiliar word in a primary dictionary to check the meaning.</td>
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<td>Level I AA Students will: EEL.9-10.4.c. Asks for clarification when needed. Ex. Indicates confusion or lack of understanding saying, “I don’t know.” Ex. Indicates “yes” or “no” when asked, “Do you understand?” or “Do you have any questions?” Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.</td>
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<td>CCSS Grade-Level Standards</td>
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| L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. | EEL.9-10.5. Demonstrate understanding of multiple meaning of words and figurative language. a. Distinguish understanding of multiple meaning of words and figures of speech. | Level IV AA Students will:  
EEL.9-10.5. N/A  
Level III AA Students will:  
EEL.9-10.5.a. Distinguish understanding of multiple meaning of words and figures of speech. Ex. Use same word in two ways. Ex. Use figurative language (e.g., *It's raining cats and dogs.*).  
Level II AA Students will:  
EEL.9-10.5.a. Recognize when a multiple meaning word is used two ways. Ex. Given two sentences in which the same word is used two ways, point to or indicate the repeated word in each sentence.  
Level I AA Students will:  
EEL.9-10.5.a. Respond to the use of a word in two ways. Ex. Follow two directions that include the use of the same word in two different ways (e.g., “Move back.” and “Show me your back.”). |
| b. Analyze nuances in the meaning of words with similar denotations. | EEL.9-10.5.b. N/A |  
Level IV AA Students will:  
EEL.9-10.5. N/A  
Level III AA Students will:  
EEL.9-10.5.a. Distinguish understanding of multiple meaning of words and figures of speech. Ex. Use same word in two ways. Ex. Use figurative language (e.g., *It's raining cats and dogs.*).  
Level II AA Students will:  
EEL.9-10.5.a. Recognize when a multiple meaning word is used two ways. Ex. Given two sentences in which the same word is used two ways, point to or indicate the repeated word in each sentence.  
Level I AA Students will:  
EEL.9-10.5.a. Respond to the use of a word in two ways. Ex. Follow two directions that include the use of the same word in two different ways (e.g., “Move back.” and “Show me your back.”). |
| L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | EEL.9-10.6. Acquire and use general academic and domain-specific words and phrases. | Level IV AA Students will:  
EEL.9-10.6. Acquire and use general academic and domain-specific words and phrases common to the student’s experience. Ex. Use words and phrases from reading to write answers to questions.  
Level III AA Students will:  
EEL.9-10.6. Acquire and use general academic and domain-specific words and phrases. Ex. Use words and graphics from reading in social studies and science. Ex. Use academic words learned in reading to answer questions.  
Level II AA Students will:  
Level I AA Students will:  
EEL.9-10.6. Respond to general academic language. Ex. Ask for assistance when encountering new academic vocabulary. Ex. Point to, underline, or use a preprogrammed switch to indicate that a new academic word has been used by the speaker or reader. |
# COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR ELEVENTH-TWELFTH GRADE

Eleventh-Twelfth Grade English Language Arts Standards: Reading (Literature)

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<tr>
<th>CCSS Grade-Level Standards</th>
<th>Common Core Essential Elements</th>
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</table>
| **Key Ideas and Details.** | **RL.11-12.1.** 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. | **Level IV AA Students will:**
  EERL.11-12.1. Cite textual evidence to determine where the text leaves matters uncertain.
  Ex. Use two or more pieces of textual evidence to support an inference about missing information in the story.
  Ex. Cite events and the outcome of a story to project future possibilities when the author leaves the reader hanging. |
|                           |                                 | **Level III AA Students will:**
  EERL.11-12.1. Cite textual evidence to determine where the text leaves matters uncertain.
  Ex. When asked, “What does the story hint at that you wish you knew more about?,” the student cites text that provides the hint. |
|                           |                                 | **Level II AA Students will:**
  EERL.11-12.1. Recognize when the text leaves matters uncertain.
  Ex. Recognize that information is missing from the story.
  Ex. Given a text projected on an interactive whiteboard, highlight the parts of the text that surround missing information. |
|                           |                                 | **Level I AA Students will:**
  EERL.11-12.1. With guidance and support, recognize when a story does not answer a question.
  Ex. Identify something you don’t know from the story.
  Ex. Identify (via pictures or spoken word) something else not stated you would like to know about a character in the passage.
  Ex. Recognize when the story ends so that you don’t know what happens next (e.g., The teacher asks, “What happens next?” referring to the last event in the story and the student responds with a shrug.). |
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| RL.11-12.2. 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. | **EERL.11-12.2.** Provide a summary of an unfamiliar text. | Level IV AA Students will:  
EERL.11-12.2. Provide an objective summary of an unfamiliar text.  
Ex. When asked to summarize an unfamiliar text “in your own words,” provide an objective summary of the complete text.  

Level III AA Students will:  
EERL.11-12.2. Provide a summary of an unfamiliar text.  
Ex. When asked to summarize a text, provide a summary.  
Ex. Provide a written summary of a story.  

Level II AA Students will:  
EERL.11-12.2. Provide a summary of a portion of a text.  
Ex. Before reading a chapter in a book, summarize what has happened so far (e.g., The teacher asks the student to summarize what has happened thus far.).  
Ex. While reading a story, summarize what happened (e.g., The teacher stops after reading an important episode and asks the student to summarize what happened.).  

Level I AA Students will:  
EERL.11-12.2. Identify a title for a text.  
Ex. Given an array of possible choices for a text, identify a plausible title.  |
| RL.11-12.3. 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). | **EERL.11-12.3.** Explain how characters develop over the course of a story. | Level IV AA Students will:  
EERL.11-12.3. Explain how story elements impact how characters develop over the course of the story.  
Ex. Explain how the change of the setting impacts the development of the character.  
Ex. Explain how events impact the development of a character (e.g., A character’s reaction to something that happens in the story that changes what the character does next.).  

Level III AA Students will:  
EERL.11-12.3. Explain how characters develop over the course of a story.  
Ex. Explain how the character’s feelings change throughout the story.  
Ex. Explain how the character’s leadership changes over the course of the story.  

Level II AA Students will:  
EERL.11-12.3. Describe a character.  
Ex. Select several words from an AAC device that describe the character.  
Ex. Using a graphic organizer, record words that describe a character.  

Level I AA Students will:  
EERL.11-12.3. Identify a word that describes a character.  
Ex. Identify a word from a list of adjectives that describes the character.  |
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| Craft and Structure. | EERL.11-12.4. Determine how words or phrases with multiple meanings have an impact on meaning or tone of a text. | **Level IV AA Students will:**
EERL.11-12.4. Give two or more examples of how the author’s choices of words and phrases impact the meaning(s) and tone of the story.
Ex. Select examples from the story and explain how the words or phrases impact meaning. Ex. Choose words or phrases that would change the story if multiple meaning words were substituted.

**Level III AA Students will:**
EERL.11-12.4. Determine how words or phrases with multiple meanings have an impact on meaning or tone of a text.
Ex. Interpret word meanings within a passage according to connotation (tone, emotion) or context.
Ex. Locate an example that shows how the author’s choice of words impacts the meaning and tone of the story.

**Level II AA Students will:**
EERL.11-12.4. Identify meaning of multiple meaning words as they are used in a text.
Ex. Identify the meaning of sink and crash when they are used in a book to mean descend and done rapidly (e.g., The foundation of his house was starting to sink. He took a crash course to learn how to fix it.).

**Level I AA Students will:**
EERL.11-12.4. Identify the meaning of words as they are used in a text.
Ex. Identify a picture that represents the meaning of a word as it is used in a text.
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| RL.11-12.5. 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. | EERL.11-12.5. Determine how the author’s choice of where to end the story contributes to the meaning. | Level IV AA Students will:  
EERL.11-12.5. Explain how the story would be different if the author chose to end it at a different point.  
Ex. Stop at different times in a story and determine how the meaning would be different if it ended at a different point.  
Ex. Tell how the meaning would be different if the author chose to end it at a different point.  

Level III AA Students will:  
EERL.11-12.5. Determine how the author’s choice of where to end the story contributes to the meaning.  
Ex. Determine how the story would be different if it ended at a different point (e.g., before Scrooge went to visit the Cratchet family).  
Ex. Tell how the meaning of the story would change if the author chose to end it at a different point.  

Level II AA Students will:  
EERL.11-12.5. Identify alternative endings that match the overall meaning of the story.  
Ex. After reading a story and demonstrating understanding of the overall meaning, select an alternative ending that would change the meaning of the story from a choice of three.  

Level I AA Students will:  
EERL.11-12.5. Identify the beginning and ending of a story.  
Ex. Using sequence cards, select or point to beginning and ending. |
| RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | EERL.11-12.6. Identify the intended meaning to match what an author wrote. | Level IV AA Students will:  
EERL.11-12.6. Describe the difference between what the author or a character said and what he or she really meant.  
Ex. Given something an author said, select from choices a statement that best describes what the author really meant.  

Level III AA Students will:  
EERL.11-12.6. Identify the intended meaning to match what an author wrote.  
Ex. From choices, select an example of when an author said one thing but meant another (e.g., The author said “That’s just great!” but really meant “That’s not good.”).  

Level II AA Students will:  
EERL.11-12.6. Recognize the literal meaning of what the author said.  
Ex. Identify the picture that best illustrates a sentence written by the author.  
Ex. Given choices, identify a word or phrase that means the same thing as what the author intended.  

Level I AA Students will:  
EERL.11-12.6. Identify something a character said.  
Ex. Given choices, identify something a character said. |
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| Integration of Knowledge and Ideas. | RL.11-12.7. 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 and one play by an American dramatist.) | **Level IV AA Students will:**
EERL.11-12.7. Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.

**Ex.** Using a graphic organizer (e.g., a Venn diagram), compare and contrast a story, poem, or drama presented in different ways.

**Ex.** Given two opinions of what a story’s message is and explain the differences between them.

**Level III AA Students will:**
EERL.11-12.7. Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.

**Ex.** Using a graphic organizer, compare two ways that the same character is presented in two different interpretations of the same story (e.g., In the video, this person was bad; in the story, this person was good.).

**Ex.** Compare two ways that the same event is presented in two different interpretations of the same story (e.g., In the video, the ending is happy; in the story, the ending was sad.).

**Level II AA Students will:**
EERL.11-12.7. Compare a familiar story with a video version of the same story.

**Ex.** Using a Venn diagram, find similarities between a familiar story and a video on the same story.

**Level I AA Students will:**
EERL.11-12.7. Identify the familiar book that matches a video version of the same story.

**Ex.** After watching a portion of a video based on a familiar story, select the book that matches the video from a selection of two or more books.

| RL.11-12.8. (Not applicable to literature) | EERL.11-12.8. N/A | **Level I AA Students will:**
EERL.11-12.8. Identify the familiar book that matches a video version of the same story.

**Ex.** After watching a portion of a video based on a familiar story, select the book that matches the video from a selection of two or more books.
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| RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. | EERL.11-12.9. Compare and contrast elements of American literature to other literary works, self, or one’s world. (Compare themes, topics, locations, context, and point of view.) | Level IV AA Students will:  
EERL.11-12.9. Analyze how elements of American literature relate to other literary works, self, and the world.  
Ex. Analyze themes (e.g., education, family, culture) in American literature and relate them to own experience.  
Ex. Analyze themes (e.g., education, family, culture) in American literature and relate them to world literature.  
Level III AA Students will:  
EERL.11-12.9. Compare and contrast elements of American literature to other literary works, texts, self, or one’s world. (Compare themes, topics, locations, context, and point of view.)  
Ex. Compare and contrast common themes across more than one source of American literature (e.g., “What is something you have read about in more than one book or story?”).  
Ex. Compare and contrast the settings of a work of American literature and another literary works.  
Level II AA Students will:  
EERL.11-12.9. Compare and contrast elements of American literature to self.  
Ex. Compare relationships of characters in the story and their relationships with others (e.g., “He has a friend and I do too.”).  
Ex. Compare and contrast the setting (time and location) of the story and where they live (e.g., “The story was long ago, not today.”).  
Level I AA Students will:  
EERL.11-12.9. Identify similarities between elements of American literature and self.  
Ex. Identify similarities between the character(s) in a piece of American literature and self (e.g., “both boys”).  
Ex. Identify similarities between the setting in a piece of American literature and where they live (e.g., “trees”). |
| Range of Reading and Level of Text Complexity.  
RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. | EERL.11-12.10. **This Literature Essential Element references all elements above. |
### Eleventh-Twelfth Grade English Language Arts Standards: Reading (Informational Text)

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<tr>
<td><strong>Key Ideas and Details.</strong></td>
<td><strong>EERI.11-12.1. Cite textual</strong></td>
<td><strong>Level IV AA Students will:</strong></td>
</tr>
<tr>
<td><strong>RI.11-12.1. Cite strong</strong></td>
<td><strong>evidence to determine where</strong></td>
<td><strong>EERI.11-12.1. Cite evidence to show how</strong></td>
</tr>
<tr>
<td><strong>thorough textual evidence</strong></td>
<td><strong>informational text leaves</strong></td>
<td><strong>information that is missing or leaves</strong></td>
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<tr>
<td><strong>to</strong></td>
<td><strong>matters uncertain.</strong></td>
<td><strong>matters uncertain in the text impacts</strong></td>
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<tr>
<td><strong>support analysis of what</strong></td>
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<td><strong>meaning(s) and purpose.</strong></td>
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<tr>
<td><strong>the</strong></td>
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<td><strong>Ex. Use textual evidence to make</strong></td>
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<tr>
<td><strong>text says explicitly as</strong></td>
<td></td>
<td><strong>inferences about information that is</strong></td>
</tr>
<tr>
<td><strong>well as</strong></td>
<td></td>
<td><strong>missing or uncertain in the text.</strong></td>
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<tr>
<td><strong>inferences drawn from the</strong></td>
<td></td>
<td><strong>Ex. Describe how claims are used in</strong></td>
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<td><strong>text, including determining</strong></td>
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<td><strong>propaganda to persuade opinions.</strong></td>
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<td><strong>where the text leaves</strong></td>
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<td><strong>matters uncertain.</strong></td>
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<td><strong>Ex. Use evidence from the</strong></td>
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<td><strong>text to identify where</strong></td>
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<td><strong>information is missing or</strong></td>
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<td><strong>uncertain or ambiguous.</strong></td>
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<td><strong>Ex. Cite details as evidence</strong></td>
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<td><strong>for conjectures about what</strong></td>
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<td><strong>might happen that was not</strong></td>
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<td><strong>stated in text (e.g., The</strong></td>
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<td><strong>man will get the job because</strong></td>
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<td><strong>he answered all the</strong></td>
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<td><strong>questions in the</strong></td>
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<td><strong>interview.).</strong></td>
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<td><strong>Ex. Explain how stated</strong></td>
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<td><strong>information is used to support</strong></td>
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<td><strong>unstated opinions.</strong></td>
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<td><strong>Ex. Tell if people will</strong></td>
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<td><strong>buy a product of a commercial</strong></td>
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<td><strong>because the commercial is</strong></td>
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<td><strong>believable or not.</strong></td>
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<td><strong>Level II AA Students will:</strong></td>
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<td><strong>EERI.11-12.1. Identify</strong></td>
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<td><strong>meaning(s) and purpose of</strong></td>
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<td><strong>the text.</strong></td>
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<td><strong>Ex. Identify that information</strong></td>
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<td><strong>is missing from the text.</strong></td>
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<td><strong>Ex. Identify the intended</strong></td>
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<td><strong>audience for the text.</strong></td>
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<td><strong>Level I AA Students will:</strong></td>
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<td><strong>EERI.11-12.1. Identify</strong></td>
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<td><strong>types of informational texts.</strong></td>
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<td><strong>Ex. Identify one key idea</strong></td>
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<td><strong>in the text.</strong></td>
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<td><strong>Ex. Sequence events</strong></td>
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| RI.11-12.2. 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. | EERI.11-12.2. Provide a summary of an informational text. | Level IV AA Students will:  
EERI.11-12.2. Provide a summary of an informational text for a specified purpose.  
Ex. Summarize a newspaper article to use in answering discussion questions about a current event.  
Ex. Summarize the steps in a laboratory procedure to use in showing how a hypothesis provided by the teacher was tested.  
Ex. Summarize informational texts to use in classifying them as appropriate and inappropriate sources of information.  

Level III AA Students will:  
EERI.11-12.2. Provide a summary of an informational text.  
Ex. Summarize a newspaper article on a current event.  
Ex. Summarize what they did in a laboratory procedure.  
Ex. Summarize key events from a historical text.  

Level II AA Students will:  
EERI.11-12.2. Provide a summary of a portion of a text.  
Ex. Before reading a chapter in a book, summarize what has happened so far (e.g., The teacher asks the student to summarize what has happened thus far.).  
Ex. While reading an informational text, summarize what happened (e.g., The teacher stops after reading an important section and asks the student to summarize what happened.).  

Level I AA Students will:  
EERI.11-12.2. Identify forms of media.  
Ex. Name the types of media (e.g., “Which one is a newspaper?”).  
Ex. Describe the type of information presented in media. |
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<td>RI.11-12.3. 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.</td>
<td>EERI.11-12.3. Explain how specific events develop over the course of the text.</td>
<td>Level IV AA Students will: EERI.11-12.3. Explain how several events develop and interact over the course of the text. Ex. Explain the impact of event A on event B in the text. Ex. Infer what would happen in the text if event A did not occur.</td>
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<td>Level III AA Students will: EERI.11-12.3. Explain how specific events develop over the course of the text. Ex. Explain how the actions of one individual result in the actions of another individual (e.g., “The man robbed a bank so the policeman arrested him.”). Ex. Given a series of statements from an informational text reflecting how one action led to another, put them in correct sequence.</td>
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<td>Level II AA Students will: EERI.11-12.3. Identify the relationship between events in an informational text. Ex. Identify an event from an informational text that resulted from a previous event (e.g., Given a picture of lava running down the side of a mountain, the student selects from two choices a picture of a volcano exploding.). Ex. Given an event from an informational text, match it to the next likely occurrence.</td>
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<td>Level I AA Students will: EERI.11-12.3. Match informational sources. Ex. Match historical documents on the same topic (e.g., similar words in title or heading). Ex. Match media danger warnings (e.g., radio or television for tornados) to warning signs (e.g., Directions to go to basement during a tornado warning.).</td>
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<td><strong>Craft and Structure.</strong></td>
<td><strong>RI.11-12.4.</strong> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
<td><strong>Level IV AA Students will:</strong> EERI.11-12.4. Determine the meaning of phrases used in an informational text. Ex. Match figurative drawings with meanings. Ex. Explain how word choice impacts the meaning and purpose of an informational text (e.g., using words like <em>danger</em> tells the reader the text is about safety). <strong>Level III AA Students will:</strong> EERI.11-12.4. Determine the meaning of words or phrases within an informational text. Ex. Identify words or phrases with multiple meanings. Ex. Use context to determine the meaning of words in an informational text. <strong>Level II AA Students will:</strong> EERI.11-12.4. Identify the meaning of words. Ex. Given more than one meaning, match words with their meanings. Ex. Given more than one picture, match words with the appropriate picture that best demonstrates the meaning of the word. Ex. Identify informational words important to the student (e.g., <em>library</em>, <em>computer</em>, <em>textbooks</em>, <em>study hall</em>, and other content-specific vocabulary). <strong>Level I AA Students will:</strong> EERI.11-12.4. Match a word to a picture from a text. Ex. Match a word to a picture, drawing, or sketch.</td>
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<td>Ri.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</td>
<td>EERI.11-12.5. Determine how the author’s choice of where to make an argument contributes to the meaning.</td>
<td>Level IV AA Students will: EERI.11-12.5. Explain how the author’s choice of structure makes an argument more convincing. Ex. Read or listen to an informational text and indicate which phrases support the author’s argument and tell how those phrases make the author’s argument more convincing.</td>
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<td>Level III AA Students will: EERI.11-12.5. Determine how the author’s choice of where to make an argument contributes to the meaning. Ex. Show where in an informational text an author makes an argument and tell how that choice makes the argument more convincing (e.g., You pay attention to details because the argument is up-front instead of being put in the middle.). Ex. Identify transitional words that allow the reader to follow the argument the author is making (e.g., first, then, next, and last).</td>
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<td>Level II AA Students will: EERI.11-12.5. Identify key words that support author’s choice of structure. Ex. Read or listen to a story and identify the key words in an informational text. Ex. Given word choices, identify the bold or italicized words.</td>
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<td>Level I AA Students will: EERI.11-12.5. Identify bold words. Ex. Point to or otherwise indicate words that are in bold type in a text.</td>
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| **RI.11-12.6.** 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. | **EERI.11-12.6.** Determine how the author’s style affects the purpose of the text. | **Level IV AA Students will:**  
EERI.11-12.6. Determine the author’s point of view and explain how the author’s style affects the purpose of the text.  
Ex. Identify key words or phrases that demonstrate the author’s opinions.  
Ex. Describe the author’s feelings on the subject and select words or phrases that exemplify the author’s style.  

**Level III AA Students will:**  
EERI.11-12.6. Determine how the author’s style affects the purpose of the text.  
Ex. Select word choice from the text that suggest its purpose (e.g., happy, sad, excited, danger, warning, caution).  
Ex. Select words or phrases that exemplify the author’s style.  

**Level II AA Students will:**  
EERI.11-12.6. Determine an author’s purpose.  
Ex. “What is the author trying to tell you?”  
Ex. Given choices (e.g., to tell how to do something, to keep people safe), answer, “Why do you think the author wanted to write this?”  

**Level I AA Students will:**  
EERI.11-12.6. Identify the purpose of informational text.  
Ex. Identify what information a graph depicts (e.g., meaning of warning signs).  
Ex. Given a word and a choice of purpose, identify the purpose (e.g., danger, location name, directions). |
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| **Integration of Knowledge and Ideas.** | **RI.11-12.7.** 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. | **Level IV AA Students will:**

**EERI.11-12.7.** Analyze information presented in different media on related topics to answer questions or solve problems.

Ex. Compare information from two computer or digital sources to determine the best information to complete research to answer questions or solve problems.
Ex. Compare information for two types of media and determine which best answers the questions or solves the problem.

**Level III AA Students will:**

**EERI.11-12.7.** Analyze information presented in different media on related topics to answer questions or solve problems.

Ex. Use visuals to answer questions.
Ex. Use a computer or digital device to answer questions or complete research to answer questions.

**Level II AA Students will:**

**EERI.11-12.7.** Use visually presented material to answer questions.
Ex. Select a picture that indicates an answer to questions.
Ex. Use visuals to illustrate answers to questions or identify key information from text.
Ex. Use graphics to answer questions.

**Level I AA Students will:**

**EERI.11-12.7.** Attend to text in various media.
Ex. Track information presented on a computer screen.
Ex. Follow directions from a basic instructional video.
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| RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). | EERI.11-12.8. Explain how U.S. texts inform citizens’ rights. | **Level IV AA Students will:**  
EERI.11-12.8. Evaluate and explain how U.S. texts inform citizens’ rights to advocate.  
Ex. Participate in discussion about citizens’ rights.  
Ex. Create classroom or school rights.  
Ex. Explain how citizens’ rights outlined in U.S. documents impact society (past and present).  

**Level III AA Students will:**  
Ex. Given a right stated in a U.S. text, explain what it means to the student.  
Ex. Illustrate or select clipart to illustrate a right of U.S. citizens provided by the government.  
Ex. Discuss the relationship between historical U.S. documents and self.  

**Level II AA Students will:**  
Ex. Given choices and examples, select their rights.  
Ex. Given examples of actions, identify those that a person has the right to do.  

**Level I AA Students will:**  
Ex. Given representations of actions and asked if the person has a right to do it (e.g., person hitting someone, person taking something from someone, person going to school, person crossing a street on a walking signal), answers “yes” or “no”.
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<td>RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</td>
<td>EERI.11-12.9. Determine the purposes of foundational U.S. documents of historical significance.</td>
<td>Level IV AA Students will: EERI.11-12.9. Compare and contrast foundational U.S. documents of historical significance for their purposes. Ex. Shown two historical documents (e.g., Bill of Rights and Constitution) and discussing their purpose with the teacher, indicate the common theme of the historical documents (e.g., rights, freedom). Level III AA Students will: EERI.11-12.9. Determine the purposes of foundational U.S. documents of historical significance. Ex. Given choices, match the Declaration of Independence to its purpose of separating from England/becoming our own nation. Ex. Given choices, match the Bill of Rights to its purpose of giving rights to U.S. citizens. Level II AA Students will: EERI.11-12.9. Identify important U.S. documents. Ex. When given choices, select significant U.S. documents (e.g., Bill of Rights, Declaration of Independence). Level I AA Students will: EERI.11-12.9. Match significant U.S. documents with their representations. Ex. When given visuals of significant U.S. documents, match pictures with the same document.</td>
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**Range of Reading and Level of Text Complexity.**

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

EERI.11-12.10. **This Essential Element references all elements above.**
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| **Text Types and Purposes.** | **EEW.11-12.1.a-b.** Write to express an opinion with supporting information about a topic or text and a concluding statement. | **Level IV AA Students will:**
| W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. 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. | **EEW.11-12.1.a-b.** Write an argument to support a claim, introduce counter claims, and provide reasons or evidence from multiple sources. Ex. Write a claim about something happening at school (e.g., The team is good.), an argument to support the claim (e.g., Joe is on the team.), and a reason (e.g., He is good.) and introduce a counterclaim (e.g., The team is not winning.). Ex. Write a claim (e.g., Government class is bad.) and an argument to support it (e.g., It’s too hard.) with a reason (e.g., too many new words) and introduces a counterclaim (e.g., Government class talks are fun.). |
| | b. 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. | **Level III AA Students will:**
| | **EEW.11-12.1.a-b.** Write an argument to support a claim, introduce counter claims, and provide reasons or evidence from multiple sources. Ex. Write a claim about something happening at school (e.g., The team is good.), an argument to support the claim (e.g., Joe is on the team.), and a reason (e.g., He is good.) and introduce a counterclaim (e.g., The team is not winning.). Ex. Write a claim (e.g., Government class is bad.) and an argument to support it (e.g., It’s too hard.) with a reason (e.g., too many new words) and introduces a counterclaim (e.g., Government class talks are fun.). |
| | **Level II AA Students will:**
| | **EEW.11-12.1.a-b.** Write a claim and an argument to support it with one clear reason or piece of evidence. Ex. Write a claim about something happening at school (e.g., The team is good.), an argument to support the claim (e.g., Joe is on the team.), and a reason (e.g., He is good.) and introduce a counterclaim (e.g., The team is not winning.). Ex. Write a claim (e.g., No running in the halls.), an argument to support it (e.g., It is the rule.), and a reason (e.g., Someone will get knocked down.). |
| | **Level I AA Students will:**
<p>| | <strong>EEW.11-12.1.a-b.</strong> With guidance and support, write a claim. Ex. Use a ready-made set-up in multimedia software to choose words to write a claim. Ex. Following a teacher-led small-group discussion, during which the teacher adds key words to a chart, choose an argument from two positions (e.g., Technology is great. Technology is making us stupid.), and write, using word prediction software and a talking word processor, along with teacher guidance and support as needed, ideas to support the claim. |</p>
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<td>c. 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.</td>
<td>EEW.11-12.1.c. N/A</td>
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<td>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the</td>
<td>EEW.11-12.1.d. N/A</td>
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<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td>EEW.11-12.1.e. N/A</td>
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| W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | EEW.11-12.2.a-b. Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed. | **Level IV AA Students will:**  
EEW.11-12.2.a-b. N/A **Level III AA Students will:**  
EEW.11-12.2.a-b. Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.  
Ex. Research a topic of interest and write about it using evidence from several texts.  
Ex. Write about a topic of interest drawing on evidence from several websites and incorporating graphics to support meaning.  
Ex. Write about an assigned topic including three or more facts or concrete details drawn from multiple sources. **Level II AA Students will:**  
EEW.11-12.2.a-b. Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed.  
Ex. Write a short report for a class including illustrations or clipart to support understanding.  
Ex. Write to describe a school sporting event saying who was involved (coach, team, kids) and what happened (hard game, we won). **Level I AA Students will:**  
EEW.11-12.2.a-b. With guidance and support, write to convey ideas and information.  
Ex. Given choices and a variety of writing tools, complete a writing sample about a given subject or topic.  
Ex. Organize three topically related pictures from a choice of several, and with teacher guidance and support as needed, write about a preferred topic using the pictures to guide thinking, word prediction software to assist spelling, and a talking word processor to monitor idea construction. |
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<td>c. 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.</td>
<td>EEW.11-12.2.c. N/A</td>
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<td>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
<td>EEW.11-12.2.d. N/A</td>
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<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
<td>EEW.11-12.2.e. N/A</td>
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<td>f. 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).</td>
<td>EEW.11-12.2.f. N/A</td>
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| W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | **EEW.11-12.3.** Select an event or personal experience and write about it. a-c. Introduce an experience or situation, at least one character, and describe multiple events in sequence. | **Level IV AA Students will:**

**EEW.11-12.3.a-c.** Introduce an experience or situation including multiple characters and the description of multiple events in sequence.

Ex. Provide an introduction of a problem, situation, or event; introduce multiple characters; and use simple sentences to write about multiple events.

Ex. After reading and discussing a non-fiction text, write a summary about an event, the situation, the actors, and the actions.

| Level III AA Students will:|
| **EEW.11-12.3.a-c.** Introduce an experience or situation, at least one character, and describe multiple events in sequence. |

| Level II AA Students will:|
| **EEW.11-12.3.a-c.** Introduce an experience or situation describing at least one character and one event. |

| Level I AA Students will:|
| **EEW.11-12.3.a-c.** With guidance and support, write about a personal experience. |

Ex. Use word prediction software and teacher support and guidance (e.g., The teacher asks, “Where did you go? What did you see? Hear? Do?”) to write about a vacation, selecting pictures of the people who went (mom, dad, and me) and events (beach, swimming, and fishing).

Ex. Use words or symbols provided by the teacher to write about daily events.

Ex. Having seen a photo from a field trip, use a multi-message device to communicate about the experience (Go farm. Happy.), which the teacher will write below the photo and read aloud as the student observes.

Ex. With teacher guidance and support as needed throughout every step of the process: select three digital photos of a recent field trip, brainstorm words and ideas about what happened with a small group of peers, entering the ideas in a graphic organizer, convert the graphic to a text outline, and write under each picture what happened, using word prediction software with a topic dictionary related to the experience and a talking word processor. | **Level III AA Students will:**

**EEW.11-12.3.a-c.** Introduce an experience or situation, at least one character, and describe multiple events in sequence.

Ex. Provide an introduction of a situation or event, introduce a character, and relate one thing that happened.

Ex. Produce a writing sample that describes a recent event of interest (e.g., vacation, field trip, walk on the moon, flying in the air) including characters and descriptions of multiple events in sequence.

Ex. After reading and discussing a history or science text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes in a talking word processor into a summary about an event (e.g., immigrants coming to America), the situation (not enough food), the actors (immigrants), the actions (got in ship, come to America, get jobs).

| Level II AA Students will:|
| **EEW.11-12.3.a-c.** Introduce an experience or situation describing at least one character and one event. |

| Level I AA Students will:|
| **EEW.11-12.3.a-c.** With guidance and support, write about a personal experience. |

Ex. Use word prediction software and teacher support and guidance (e.g., The teacher asks, “Where did you go? What did you see? Hear? Do?”) to write about a vacation, selecting pictures of the people who went (mom, dad, and me) and events (beach, swimming, and fishing).

Ex. Use words or symbols provided by the teacher to write about daily events.

Ex. Having seen a photo from a field trip, use a multi-message device to communicate about the experience (Go farm. Happy.), which the teacher will write below the photo and read aloud as the student observes.

Ex. With teacher guidance and support as needed throughout every step of the process: select three digital photos of a recent field trip, brainstorm words and ideas about what happened with a small group of peers, entering the ideas in a graphic organizer, convert the graphic to a text outline, and write under each picture what happened, using word prediction software with a topic dictionary related to the experience and a talking word processor.
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<td><strong>d.</strong> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td>
<td>EEW.11-12.3.d. N/A</td>
<td>Level IV AA Students will: EEW.11-12.4. N/A</td>
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<td><strong>e.</strong> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
<td>EEW.11-12.3.e. N/A</td>
<td>Level III AA Students will: EEW.11-12.4. Produce writing that is appropriate to a particular task, purpose, and audience. Ex. Complete a job application using a talking word processor. Ex. Make a list of things to pack for a trip using a talking word processor with word prediction software. Ex. Write a friendly letter to a friend. Ex. Use a form to write a note complaining about service to a business.</td>
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**Production and Distribution of Writing.**

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Level II AA Students will:**

EEW.11-12.4. With guidance and support, produce writing that is appropriate to the task, purpose, or audience. Ex. Use a set of guidelines, word prediction software, and a talking word processor to write a friendly letter with a greeting, body, and a closing. Ex. Fill in words on a complaint form to a business using a word bank provided by a teacher. Ex. Make a list of three or four steps needed to complete a cooking task by responding to questions in graphic organizer software (e.g., List all the things you did. What did you do first? What did you do next? What was the last thing you did?), which is then converted to a text outline and imported into a talking word processor, where students expand on the notes and check accuracy.

**Level I AA Students will:**

EEW.11-12.4. With guidance and support, write. Ex. Given choices and a variety of adaptive writing tools, complete a writing sample (word or words) about a given subject or topic. Ex. Use photos to prompt topic focus and a keyboard to type letters to type interactively with a peer who provides a model by writing conventionally but simply. Ex. Use multiple message voice output device interfaced with a computer and help from an adult who navigates to the desired page to make a list of free choice activities and then types letter-by-letter about each activity.
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</table>
| W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | EEW.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, and rewriting. | Level IV AA Students will:  
EEW.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, and rewriting.  
Ex. Complete the writing process and use various resources for revising (e.g., peer and teacher feedback, rereading with a talking word processor), and editing (e.g., a word wall, spell check, word prediction software) to complete writings for various purposes.  
Ex. Edit a writing sample using various resources to make the sample more descriptive. |
|                          |                                | Level III AA Students will:  
EEW.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, and rewriting.  
Ex. With teacher guidance and support upon request, complete the writing process and use various resources for revising (e.g., peer and teacher feedback, rereading with a talking word processor), and editing (e.g., a word wall, spell check, word prediction software) to complete writings for various purposes.  
Ex. Use the writing process and various resources to summarize information to make it clear. |
|                          |                                | Level II AA Students will:  
EEW.11-12.5. Develop and strengthen writing by planning and writing.  
Ex. With teacher guidance and support as needed, after reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise as a summary of learning based on peer feedback.  
Ex. Given a topic and a sample brainstorming bubble, generate ideas and write them down.  
Ex. Fill in an outline before beginning the writing process (topic, three details, and conclusion) and use it to write.  
Ex. Work with peers to plan a written report of their research project. Each takes turns reading what they have to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it. |
|                          |                                | Level I AA Students will:  
EEW.11-12.5. With guidance and support, develop and strengthen writing by planning and revising.  
Ex. Complete a graphic organizer with a peer, a group, or an adult and use it to add more information to a writing sample, and add new information based on specific teacher feedback.  
Ex. With teacher guidance and support, word prediction software (e.g., The teacher asks, “What sound do you hear at the beginning of cat?”), talking word processor (e.g., The teacher says, “It said car. I thought you were trying to write cat. What can we change to make it say cat? What else can you say about the cat?”), write about familiar pictures from a favorite text, and, following peer feedback, repeat the process the next day. |
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| **W.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | **EEW.11-12.6.** Use technology, including the Internet, to produce, publish and update an individual or shared writing project. | **Level IV AA Students will:**  
**EEW.11-12.6.** Use technology, including the Internet, to produce, publish, revise, and update individual writing products based on feedback.  
Ex. Use technology to update, edit, and revise a piece of own writing.  
Ex. Use talking word processor to listen to first draft and decide what information to add, spell check and grammar check to edit, and then export digital draft to class wiki.  
Ex. Having published a draft in a digital writing environment (e.g., website, wiki, blog), review comments of classmates about the draft, download it to a talking word processor with word prediction software, revise it based on the feedback, and upload back to the digital writing environment. |
|                            |                                | **Level III AA Students will:**  
**EEW.11-12.6.** Use technology, including the Internet, to produce, publish, and update an individual or shared writing project.  
Ex. Use technology with peers to complete a shared electronic writing product and print it out (e.g., a list of tasks to complete a project, a short report).  
Ex. Use technology to fill in a writing frame (e.g., letter, application) to produce individual writing.  
Ex. Compose a text in comic software, export it to a talking word processor to check for meaning, revise, and re-upload.  
Ex. Use word prediction software to make entries in the class blog or wiki on various topics. |
|                            |                                | **Level II AA Students will:**  
**EEW.11-12.6.** Use technology, including the Internet, to produce an individual or shared writing project.  
Ex. After reviewing and discussing a shared writing product, add sentences to complete an electronic shared writing product and print it out.  
Ex. Use technology to add a sentence in an electronic shared writing product.  
Ex. Use online communication software to text message with an e-buddy in another classroom or school.  
Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. |
|                            |                                | **Level I AA Students will:**  
**EEW.11-12.6.** Use technology to produce a writing sample.  
Ex. Use a computer to produce a writing sample.  
Ex. Use a keyboard to type letters and words interactively with a peer or adult who types simple, conventionally spelled messages.  
Ex. Use a keyboard programmed for only alphabet letters and a space bar, word prediction software, and a talking word processor with a peer model to take turns typing text messages in instant messaging software. |
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| **Research to Build and Present Knowledge.** | **EEW.11-12.7.** Conduct short research projects to answer questions posed by self and others using multiple sources of information. | **Level IV AA Students will:**
| **W.11-12.7.** 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. | **EEW.11-12.7.** Conduct research projects to answer questions posed by self and others using multiple sources of information.
Ex. Interact with a variety of websites using a screen reader to access the information in order to answer questions posed by the teacher and generate additional questions of his or her own.
Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column as they do so. | **Level III AA Students will:**
| **EEW.11-12.7.** Conduct short research projects to answer questions posed by self and others using multiple sources of information. | **EEW.11-12.7.** Conduct short research projects to answer questions posed by self and others using multiple sources of information.
Ex. Interact with a variety of websites using a screen reader to access the information in order to answer questions posed by the teacher and to generate two additional questions.
Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a website and a book to answer questions they posed in the W column and take notes in the L column as they do so. | **Level II AA Students will:**
| **EEW.11-12.7.** Conduct short research projects to answer questions using one or more sources of information. | **EEW.11-12.7.** Conduct short research projects to answer questions using one or more sources of information.
Ex. Read a text posted on an interactive whiteboard, highlight the answer to a question posed by the teacher, and then use word prediction software to comment on the highlighted information.
Ex. Given a question and text posted on an interactive whiteboard, research to find the answer to a question and highlight the answer, and then using word prediction software and a talking word processor elaborate on the highlighted information. | **Level I AA Students will:**
| **EEW.11-12.7.** With guidance and support, answer questions based on a text or other source of information. | **EEW.11-12.7.** With guidance and support, answer questions based on a text or other source of information.
Ex. With guidance and support, answer a yes or no question about an experience described in a text, and then use an adapted keyboard with only alphabet letters, a space bar, and a period along with word prediction software and a talking word processor to type letters and words to expand their answer.
Ex. With guidance and support, answer multiple-choice questions about information provided in a text and then use an adapted keyboard with only alphabet letters, a space bar, and a period along with word prediction software and a talking word processor to type letters and words to expand their answer. |
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<td><strong>W.11-12.8.</strong> 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.</td>
<td><strong>EEW.11-12.8.</strong> Select information from multiple sources and use the information to write answers to research questions.</td>
<td><strong>Level IV AA Students will:</strong>&lt;br&gt;<strong>EEW.11-12.8.</strong> Select information, including quotes, from multiple sources and use the information to write answers to research questions.&lt;br&gt;Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, select information about the topic and use the information to answer questions using direct quotes from the websites.&lt;br&gt;Ex. Given a problem and bookmarked websites, use at least two sources to show a solution to the problem.</td>
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<td><strong>Level III AA Students will:</strong>&lt;br&gt;<strong>EEW.11-12.8.</strong> Select information from multiple sources and use the information to write answers to research questions.&lt;br&gt;Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, use a screen reader to read the sites and select information about the topic. Then, use the information to answer questions.</td>
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<td><strong>Level I AA Students will:</strong>&lt;br&gt;<strong>EEW.11-12.8.</strong> With guidance and support, use information from one source to answer a question.&lt;br&gt;Ex. Given a guiding question, use a single message voice output communication device to say, “That’s it” when the teacher reads something from a teacher-selected text that answers the question, and then use an adapted keyboard with only alphabet letters, a space bar, and a period along with word prediction software and a talking word processor to type letters and words to expand their answer.&lt;br&gt;Ex. With teacher guidance and support as needed with any of the steps: given a topic, a single bookmarked website, a what or where question, use a screen reader to listen to and read the information at the site, and use word prediction software with a talking word processor and adapted keyboard presenting only alphabet letters, a space bar, and a period, write an answer.</td>
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| **W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). | **EEW.11-12.9.** Cite evidence from literary or informational texts.  
  a. Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”). | **Level IV AA Students will:**  
  EEW.11-12.9.a. N/A  
  **Level III AA Students will:**  
  EEW.11-12.9.a. Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”).  
  Ex. Write to compare and contrast common themes across more than one source of American literature (e.g., “What is something you have read about in more than one book or story about this topic?”).  
  Ex. Use a compare/contrast template in graphic organizing software to generate ideas about two texts, convert the graphic to text format, and expand the ideas into narrative form.  
  **Level II AA Students will:**  
  EEW.11-12.9.a. With guidance and support, apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”).  
  Ex. Given a variety of writing tools, write to compare relationships of characters in the story and their relationships with others.  
  **Level I AA Students will:**  
  EEW.11-12.9.a. With guidance and support from adults and peers, participate in shared writing activities that apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”).  
  Ex. Use adaptive writing tools to write a caption for an illustration from a piece of American literature that is similar to something familiar in one’s own world.  
  Ex. After reading two very basic texts on similar topics, indicate “same” or “different” as the teacher displays two pages, focusing first on the illustrations and later on the text content, and the teacher adds the responses to a chart.  
  Ex. After listening to an e-buddy read aloud a simple text over Internet videoconferencing, exchange e-mails in which the e-buddy includes references to themes, topics, etc. in each message. Then, identify it with teacher guidance and support, and using word prediction software and a talking word processor, type a message indicating the text line and page of the reference or quote and a comment about it. |
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<tr>
<td>a. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <em>The Federalist</em>, presidential addresses]”).</td>
<td>EEW.11-12.9.b. Apply Essential Elements of Grade 11-12 Reading Standards to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”).</td>
<td>Level IV AA Students will: EEW.11-12.9.b. N/A</td>
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<td>Level III AA Students will: EEW.11-12.9.b. Apply Essential Elements of Grade 11-12 Reading Standards to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”). Ex. Given a right, write a statement about what it means to the student.</td>
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<td>Ex. Illustrate or select photos from a public domain website to illustrate a right provided by the government and write a caption for the illustration.</td>
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<td>Level II AA Students will: EEW.11-12.9.b. With guidance and support, apply Essential Elements of Grade 11-12 Reading Standards to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”). Ex. Given choices and examples, select their rights and write a phrase about one that is important to them using any technologies required for independence. Ex. Given examples of actions, identify those that a person has the right to do and write an example of it using the choices provided and any technologies required for independence.</td>
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<td>Level I AA Students will: EEW.9-10.9.b. With guidance and support from adults and peers, participate in shared writing activities that apply Essential Elements of Grade 11-12 Reading Standards to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”). Ex. Use voice output communication devices to interact with peers during collaborative writing projects asking them to read aloud and point to text as they do so, and indicating “yes” or “no” to keep the information in the text. For “no” responses, peers will defend evidence with text references or eliminate as directed. Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project.</td>
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<td>Range of Writing.</td>
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| **W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | **Level IV AA Students will:**  
EEW.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.  
Ex. Complete documents important for career (e.g., job applications, letter of introduction, resume).  
Ex. Use online, interactive writing environments to write entries, comments, and questions about shared interests.  
**Level III AA Students will:**  
EEW.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.  
Ex. Keep a journal.  
Ex. Correspond regularly with a pen pal or e-pal.  
Ex. Complete in-class assignments.  
**Level II AA Students will:**  
EEW.11-12.10. Write routinely for a range of tasks, purposes, and audiences.  
Ex. Using word prediction software, a topic-specific dictionary, and a talking word processor, write notes to the school principal and the teacher about an upcoming event.  
Ex. Using word prediction software, a topic-specific dictionary, and a talking word processor, complete a short research report and then review and revise it.  
Ex. With word prediction software, write labels to go with a display for a group research project.  
**Level I AA Students will:**  
EEW.11-12.10. With guidance and support, write for a variety of purposes and audiences.  
Ex. Given a variety of adaptive writing tools, participate in group writing projects.  
Ex. After shared reading of an informational passage and nodding to agree when the teacher repeats a statement from the passage, use a multiple message voice output device with a peer who helps navigate to the appropriate page to give feedback to peers who are sharing their writing. This feedback is written by peers on their drafts and read aloud via a talking word processor, screen reader, or a peer to the student.  
Ex. Given photos of experience, with teacher guidance and support, choose an e-mail header (e.g., Trip to the Museum, Making Salsa), use word prediction software and a talking word processor to write about the pictures and the experience, and send the pictures and writing as e-mail attachments to the e-pal. |
Eleventh-Twelfth Grade English Language Arts Standards: Speaking and Listening

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<td>Comprehension and Collaboration.</td>
<td>EESL.11-12.1. Initiate and participate in collaborative discussions. a. Prepare for discussions by collecting information on the topic.</td>
<td>Level IV AA Students will: EESL.11-12.1.a. Prepare for discussions by collecting information on the topic and referring to it in the discussion. Ex. In preparation for a discussion, read or listen to a text or other multiple media source to create a list of facts about an assigned topic, and then refer to that list during a discussion on the topic. Ex. In preparation for a discussion, read or listen to a text on a topic and highlight important information, and then refer to that highlighted information during a discussion on the topic. Ex. In preparation for a discussion, preprogram information about a topic on a multiple message voice output device and then use the preprogrammed messages during a discussion.</td>
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<td>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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<td>Level III AA Students will: EESL.11-12.1.a. Prepare for discussions by collecting information on the topic. Ex. In preparation for a discussion, read or listen to a text or other multiple media source to create a list of facts about an assigned topic. Ex. In preparation for a discussion, read or listen to a text on a topic and highlight important information.</td>
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<td>Level II AA Students will: EESL.11-12.1.a. Prepare for discussions by collecting information on the topic with a group. Ex. In preparation for a discussion, work with a peer or group of peers reading and/or listening to text or other multiple media sources to create a list of facts about an assigned topic. Ex. In preparation for a discussion, work with a peer or group of peers to read with text displayed on an interactive whiteboard and highlight important information.</td>
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<td>Level I AA Students will: EESL.11-12.1.a. With guidance and support, prepare for a discussion by previewing pre-stored messages and then share those messages during the discussion. Ex. In preparation for a discussion, practice selecting four different messages from a multiple message voice output device programmed by the teacher, and then share the messages during a discussion. Ex. In preparation for a discussion, preview a message on a single message voice output device programmed by a peer by activating the message and attending to the peer’s explanation, and then activate the message during the ensuing group discussion.</td>
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| b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. | EESL.11-12.1.b. Work with peers to set rules, goals, and deadlines to promote democratic discussions. | Level IV AA Students will:
EESL.11-12.1.b. N/A

Level III AA Students will:
EESL.11-12.1.b. Work with peers to set rules, goals, and deadlines to promote democratic discussions.
Ex. At the beginning of a discussion with peers, select from a list the rules that the group will follow and agree upon goals and deadlines based upon the teacher’s assignment.
Ex. During the initial stages of a discussion with peers, suggest a rule (e.g., take turns) and a goal (e.g., select pictures).

Level II AA Students will:
EESL.11-12.1.b. Work with peers to set rules for discussions.
Ex. Contribute own ideas (e.g., take turns) during a discussion of group rules, agree upon the rules the group decides.
Ex. Work with peers to select rules they will follow from a list of possibilities.

Level I AA Students will:
EESL.11-12.1.b. Follow rules during discussions with peers.
Ex. Take turns during the discussion by both listening to others and adding own comments.
Ex. Ask questions when he or she needs clarification using preprogrammed questions on a multiple message communication device.
Ex. Respond “yes” or “no” (vocalization, gesture, eye gaze, voice output device) when asked to vote as to whether or not to include a rule for group discussions.
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| **c.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. | **EESL.11-12.1.c.** Ask and answer questions to verify or clarify own ideas and understandings during a discussion. | **Level IV AA Students will:**

EESL.11-12.1.c. Ask and answer questions to verify or clarify ideas and understandings gained from content reading during discussions.

Ex. Participate in a discussion on an assigned topic and ask questions to clarify or verify comments by peers (e.g., “What did you mean?” “Where did you find out?”) and responding to questions to clarify own comments (e.g., “I don’t know.” “I read about it in the newspaper.”).

**Level III AA Students will:**

EESL.11-12.1.c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion.

Ex. Participate in a discussion on an assigned topic and ask questions to clarify or verify understanding of comments by peers (e.g., “What did you mean?” “Where did you find out?”) and respond to questions to clarify own comments (e.g., “I don’t know.” “I saw it in this movie.”).

Ex. While participating in a discussion, ask questions while peers are speaking to clarify their comments (e.g., “What does that mean?”) and answer questions posed by peers to verify own information (e.g., “Let me show you.”).

**Level II AA Students will:**

EESL.11-12.1.c. Ask and answer questions during a discussion.

Ex. During a discussion, use preprogrammed questions on a multiple message voice output device to ask questions or peers (e.g., “Why?” “When did that happen?” “How do you know?”) and respond to questions by pointing to prepared responses or using the device to construct responses.

Ex. During a discussion, answer questions about own contributions (e.g., Peer asks “What else do you know?” The student responds with another piece of information.) and ask questions of others (e.g., “Then what happened?”).

**Level I AA Students will:**

EESL.11-12.1.c. With guidance and support, ask or answer questions during a discussion.

Ex. Answer questions posed by peers during a discussion (e.g., “yes” or “no,” single words, activate a voice output device with preprogrammed messages, point to a picture).

Ex. Ask peers questions during a discussion (e.g., single words such as who, what, where; single word with a rising intonation; activating a voice output device with preprogrammed messages, “Can you tell me more?”).
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| d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | **EESL.11-12.1.d.** Restate comments or claims made by others during a discussion. | **Level IV AA Students will:**  
EESL.11-12.1.d. Summarize comments or claims made by others during a discussion.  
Ex. Briefly summarize comments and claims made by others when a new peer joins the discussion.  
Ex. Summarize comments and claims made by peers for a teacher at the end of the discussion (e.g., “We want to go bowling on Friday. We think we have enough money. We can take the bus. It will be fun.”).  

**Level III AA Students will:**  
EESL.11-12.1.d. Restate comments or claims made by others during a discussion.  
Ex. Briefly restate what others have said in the discussion on the topic when referring to their statements (e.g., “Bowling is fun. We need a ride there.”).  
Ex. Briefly restate some comments or claims made by others when a new peer joins the discussion (e.g., “Brad likes the book. Kayla says it is boring.”).  
Ex. Restate some comments and claims made by peers for a teacher at the end of the discussion (“Neesha wants bowling. We need $14 to go”).  

**Level II AA Students will:**  
EESL.11-12.1.d. Restate a comment or claim made by another.  
Ex. Briefly restate a comment made by a peer to seek clarification (e.g., “You went there?”).  
Ex. Restate a comment or claim made by a peer when asked, “What did she say?”  

**Level I AA Students will:**  
EESL.11-12.1.d. Make a comment or claim during a discussion.  
Ex. Agree with something a peer says by indicating, “yes!”  
Ex. Use a preprogrammed communication device to make a comment during a discussion.
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| SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | EESL.11-12.2. Determine the credibility and accuracy of information presented across diverse media or formats. | Level IV AA Students will:  
EESL.11-12.2. N/A  
Level III AA Students will:  
EESL.11-12.2. Determine the credibility and accuracy of information presented across diverse media or formats.  
Ex. Compare information on one topic from two or more Internet sources to determine the accuracy and credibility of both.  
Ex. Compare information on a topic in a book with the same topic described on the Internet.  
Ex. Given information from two sources, use strategies to decide which information is most accurate (e.g., Check with a known authority to verify information found on the Internet such as asking the school nurse about health information or a parent or adult about safety information.).  
Level II AA Students will:  
EESL.11-12.2. Determine the credibility of information presented in diverse media or formats.  
Ex. Use strategies to confirm the credibility of information gathered (e.g., Check with a known authority to verify information found on the Internet such as asking the school nurse about health information or a parent or adult about safety information.).  
Ex. Check information gathered from one source with the information presented on the same topic in another source in order to determine its credibility.  
Level I AA Students will:  
EESL.11-12.2. With guidance and support, identify information presented in diverse media or formats.  
Ex. Work with a peer to search the web entering terms identified by the peer and scanning sites for information on a predetermined topic.  
Ex. After a peer explains information related to a topic, identify a related photo from an array displayed on an interactive whiteboard. |
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| SL.11-12.3. 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. | **EESL.11-12.3.** Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported). | **Level IV AA Students will:**  
**EESL.11-12.3.** N/A  
**Level III AA Students will:**  
**EESL.11-12.3.** Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported).  
Ex. Given a video recording of a speaker, stop the video after each claim and determine when it is fact or opinion.  
Ex. Given a written record (notes) of the claims a speaker made, highlight each of the claims that are fact in one color and those that are opinion in a second color.  
Ex. Determine whether claims made by a speaker are fact or opinion by asking advice of a parent or teacher.  
Ex. Categorize statements made by peers as fact or opinion.  
Ex. Choose statements made by a peer that are fact (e.g., “Did the teacher tell you it was true in the past?”).  
**Level II AA Students will:**  
**EESL.11-12.3.** Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported).  
Ex. Given a written version of a single claim presented by a speaker, evaluate the claim to determine whether it is fact or opinion.  
Ex. After a peer makes a claim about a text being discussed, determine whether it is supported by the text.  
**Level I AA Students will:**  
**EESL.11-12.3.** Identify facts about self and state opinions.  
Ex. Given a list of facts about students in the class, identify those that are facts about self (e.g., I am a boy. I have brown hair. I have green eyes.), state an opinion (e.g., “Brown hair is nice.”).  
Ex. Classify examples of fact or opinion about self when given choices. |
### CCSS Grade-Level Standards

**Presentation of Knowledge and Ideas.**

**SL.11-12.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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| **Presentation of Knowledge and Ideas.** | EESL.11-12.4. Present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task. | Level IV AA Students will:  
EESL.11-12.4. Organize and present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task.  
Ex. Organize information gathered through research including information that specifically shows both sides of an argument and present it during a discussion.  

**Level III AA Students will:**  
EESL.11-12.4. Present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task.  
Ex. When asked to present on a community issue with two sides (e.g., building a new school), gather information, organize it, and present it.  
Ex. Organize information gathered through research including information that specifically shows both sides of an argument and present it during a discussion.  

**Level II AA Students will:**  
EESL.11-12.4. Present information logically with an organization that is appropriate to purpose, audience, and task.  
Ex. Create a presentation about a class project beginning with a picture of the final product and explaining each step; then, present it at an open house for parents.  
Ex. Present information about a book being read in class starting with a statement of the topic and main idea of the book and following with important details that appear throughout.  
Ex. Given the steps required to prepare a recipe, sequence the information and state the directions as a peer prepares it for the class.  

**Level I AA Students will:**  
EESL.11-12.4. With guidance and support, present prepared information.  
Ex. Use a single message voice output device to present information prerecorded with the help of a peer or adult.  
Ex. Use a single switch to advance the slides in a multimedia presentation of information prepared with peers or a teacher. |
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| SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | EESL.11-12.5. Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding. | Level IV AA Students will:  
* EESL.11-12.5. Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.  
Ex. Use video to support statement(s) made in an oral presentation.  
Ex. Use a combination of text, graphics, and video clips in a presentation about their own responsibilities as part of a unit on personal responsibility.  
Ex. Strategically place a text and graphic images on a tri-fold science display to add interest to a presentation on an assigned topic.  

Level III AA Students will:  
* EESL.11-12.5. Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.  
Ex. Put text and graphics together in a multimedia presentation about own responsibilities as part of a unit on personal responsibility.  
Ex. Place a text and graphic images on a tri-fold science display and use it to support an oral presentation.  

Level II AA Students will:  
* EESL.11-12.5. Select an image or other digital media to add to a presentation.  
Ex. Given an array of images selected by peers or an adult, select an image to add to a predetermined section of a presentation.  
Ex. Given a selection of short video clips edited by peers or an adult, select an image to include in a presentation.  

Level I AA Students will:  
* EESL.11-12.5. Assist with media presentation.  
Ex. Indicate approval of images a peer has selected to include in a media presentation.  
Ex. Use a switch to make a presentation prepared with a group of peers.  

| Level IV AA Students will:  
* EESL.11-12.5. Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.  
Ex. Use video to support statement(s) made in an oral presentation.  
Ex. Use a combination of text, graphics, and video clips in a presentation about their own responsibilities as part of a unit on personal responsibility.  
Ex. Strategically place a text and graphic images on a tri-fold science display to add interest to a presentation on an assigned topic.  

Level III AA Students will:  
* EESL.11-12.5. Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.  
Ex. Put text and graphics together in a multimedia presentation about own responsibilities as part of a unit on personal responsibility.  
Ex. Place a text and graphic images on a tri-fold science display and use it to support an oral presentation.  

Level II AA Students will:  
* EESL.11-12.5. Select an image or other digital media to add to a presentation.  
Ex. Given an array of images selected by peers or an adult, select an image to add to a predetermined section of a presentation.  
Ex. Given a selection of short video clips edited by peers or an adult, select an image to include in a presentation.  

Level I AA Students will:  
* EESL.11-12.5. Assist with media presentation.  
Ex. Indicate approval of images a peer has selected to include in a media presentation.  
Ex. Use a switch to make a presentation prepared with a group of peers. |
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<td>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language Standards 1 and 3 for specific expectations.)</td>
<td>EESL.11-12.6. Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.</td>
<td>Level IV AA Students will: EESL.11-12.6. N/A</td>
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<td>Level III AA Students will: EESL.11-12.6. Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. Ex. Shift from informal communication with peers during a discussion to speaking in complete sentences when the teacher asks for a summary of the discussion. Ex. During lunch, adapt from informal, telegraphic speech when communicating with peers (e.g., holds up milk carton and says, “help”) to complete sentences when an adult stops to ask a question (e.g., “We can go now.”). Ex. During a discussion, speak in complete sentences to share prepared information and shift to informal language to respond to follow-up questions from peers.</td>
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<td>Level II AA Students will: EESL.11-12.6. Communicate in a variety of contexts and tasks using complete sentences when asked. Ex. Expand one-word response to a complete sentence when asked (e.g., The student says, “more” and expands it to say, “I want more.” when asked.). Ex. Using a multiple message voice output device to expand a one-word response to a complete sentence when asked (e.g., The student says, “bad class,” and expands it to say, “The class was bad.” when asked to say it in a complete sentence.).</td>
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<td>Level I AA Students will: EESL.11-12.6. Communicate in a variety of contexts. Ex. When working with peers, eye gaze to choices offered by peers to make choices and contribute. Ex. When working with a related services provider, select a symbol from an array of options to communicate a choice of activities. Ex. Use communication devices to communicate using language.</td>
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**Eleventh-Twelfth Grade English Language Arts Standards: Language**

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| Conventions of Standard English. | EEL.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. | Level IV AA Students will:  
EEL.11-12.1.a. N/A  
Level III AA Students will:  
EEL.11-12.1.a. Apply understandings that conventions of English are required in some forms of communication (e.g., writing a letter to advocate for something) but not in others (e.g., writing an e-mail or a text message to a friend).  
Ex. Use different sentence structures and word choices for different forms of writing.  
Ex. Write a text or instant message effectively selecting the few words that best communicate the message.  
Ex. Use AAC device to compose short, telegraphic messages in informal, face-to-face communication but composes complete messages when writing (e.g., Asks friend, “Game today?” when speaking, but writes an e-mail to another friend, “Wanna go to the game tonight?”).  
Level II AA Students will:  
EEL.11-12.1.a. Write a variety of forms of communication to accomplish different purposes.  
Ex. Write an e-mail, letter, or text message to communicate with someone else.  
Ex. Write an informal note to the teacher asking a question.  
Level I AA Students will:  
EEL.11-12.1.a. Use language to meet a variety of communication purposes.  
Ex. Combine two symbols to make a request.  
Ex. Use three words to thank someone.  
Ex. Combine two or more symbols to communicate. |

| Level III AA Students will:  
EEL.11-12.1.a. Apply understandings that conventions of English are required in some forms of communication (e.g., writing a letter to advocate for something) but not in others (e.g., writing an e-mail or a text message to a friend).  
Ex. Use different sentence structures and word choices for different forms of writing.  
Ex. Write a text or instant message effectively selecting the few words that best communicate the message.  
Ex. Use AAC device to compose short, telegraphic messages in informal, face-to-face communication but composes complete messages when writing (e.g., Asks friend, “Game today?” when speaking, but writes an e-mail to another friend, “Wanna go to the game tonight?”).  
Level II AA Students will:  
EEL.11-12.1.a. Write a variety of forms of communication to accomplish different purposes.  
Ex. Write an e-mail, letter, or text message to communicate with someone else.  
Ex. Write an informal note to the teacher asking a question.  
Level I AA Students will:  
EEL.11-12.1.a. Use language to meet a variety of communication purposes.  
Ex. Combine two symbols to make a request.  
Ex. Use three words to thank someone.  
Ex. Combine two or more symbols to communicate. |
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| b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage*) as needed. | EEL.11-12.1.b. Use appropriate resources to resolve issues involving grammar usage, punctuation, and spelling (e.g., end of sentence punctuation, commas, question marks, exclamation points, hyphenation, parentheses, and colons). | Level IV AA Students will:  
**EEL.11-12.1.b.** Select the appropriate resource from a collection to resolve issues involving grammar usage, punctuation, and spelling.  
Ex. Peer edit another student’s writing sample to resolve issues in grammar, punctuation, and spelling.  
Ex. Record a reading of writing sample and playback audio to check for grammar usage.  

Level III AA Students will:  
**EEL.11-12.1.b.** Use appropriate resources to resolve issues involving grammar usage, punctuation, and spelling (e.g., end of sentence punctuation, commas, question marks, exclamation points, hyphenation, parentheses, and colons).  
Ex. Use a dictionary or thesaurus when provided by the teacher to find alternate words with similar meanings.  
Ex. Respond to electronic prompts for editing (e.g., spell check, grammar check, auto corrects, word prediction software).  

Level II AA Students will:  
**EEL.11-12.1.b.** Use resources to resolve issues involving spelling and word choice.  
Ex. Ask a teacher how to correct a misspelled word.  
Ex. Use spell check to find correct spellings.  

Level I AA Students will:  
**EEL.11-12.1.b.** Identify words.  
Ex. When given a choice of words or pictures, select words from story. |
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| L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. | EEL.11-12.2. Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication. | Level IV AA Students will:  
EEL.11-12.2. Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication.  
Ex. Generate lengthy texts that conform to conventions of English grammar and clearly conveys meaning.  
Ex. Write (letters, e-mails, notes) to others following conventions of English grammar and clearly conveying intended meaning.  
Ex. Engage in multiple-turn exchanges or extended discussions applying conventions of English grammar and communicating intended meaning successfully. |
| b. Spell correctly. | EEL.11-12.2.b. N/A | Level III AA Students will:  
EEL.11-12.2. Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication.  
Ex. Write sentence-level texts that conform to conventions of English grammar and clearly conveys meaning.  
Ex. Read text observing rules of speech, pausing at ends of sentences, etc. |
|                           |                               | Level II AA Students will:  
EEL.11-12.2. Use language to apply knowledge of conventions of English grammar to convey desired meaning in writing and communicate desired meaning.  
Ex. Identify words that appropriately relate to a conveyed meaning.  
Ex. Combine 2-3 symbols according to grammatical rules to successfully communicate intended meaning. |
|                           |                               | Level I AA Students will:  
EEL.11-12.2. Use language to communicate.  
Ex. Use 1-2 symbols to meet a variety of communication purposes. |
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<td>Knowledge of Language.</td>
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| L.11-12.3.                | Use knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading. | Level IV AA Students will: EEL.11-12.3. Use knowledge of language to achieve desired meaning when writing or communicating.  
  a. Vary sentence structure using a variety of simple and compound sentence structures. |
<p>|                           | a. Vary syntax for effect, consulting references (e.g., Tuft's <em>Artful Sentences</em>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | Level III AA Students will: EEL.11-12.3.a. Vary sentence structure using a variety of simple and compound sentence structures. Ex. Write a brief summary of a story read using a combination of simple and compound sentences. |
|                           |                               | Level II AA Students will: EEL.11-12.3.a. Uses grammatically correct simple sentence structures in writing and communication. |
|                           |                               | Level I AA Students will: EEL.11-12.3.a. Combines 2-3 words according to grammatical rules to write or communicate. Ex. Combine 2-3 symbols according to grammatical rules to successfully communicate intended meaning. Ex. Select 2-3 words from a word bank and combine them according to grammatical rules to successfully communicate intended meaning. |</p>
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| **L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. | **EEL.11-12.4.** Demonstrate knowledge of the meaning of words and phrases drawn reading and academic content. | **Level IV AA Students will:**  
**EEL.11-12.4.** N/A |
| **a.** 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. | **a.** Use context to determine the meaning of unknown words. | **Level III AA Students will:**  
**EEL.11-12.4.** Use context to determine the meaning of unknown words.  
Ex. Determine the meaning of unknown words using knowledge of the topic of the passage and the context surrounding the word. |
| **Level II AA Students will:**  
**EEL.11-12.4.** Determine the meaning of a word in a sentence.  
Ex. Given choices of old and new words, correctly fills in a word to complete a sentence. | **Level I AA Students will:**  
**EEL.11-12.4.** Recognize the meaning of word from a picture.  
Ex. Point to object (computer) in response to a word to indicate meaning.  
Ex. Choose symbol for small in response to teacher questions (e.g., When shown a picture of a mouse standing next to an elephant and the teacher says, “This mouse is tiny. Does tiny mean big or small?” The student chooses symbol for small.). | **EEL.11-12.4.** N/A |
<p>| <strong>b.</strong> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). | <strong>EEL.11-12.4.</strong> N/A | <strong>EEL.11-12.4.</strong> N/A |</p>
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<tr>
<td>c. 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.</td>
<td>EEL.11-12.4.c. N/A</td>
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| d. 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). | EEL.11-12.4.d. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. | **Level IV AA Students will:**
EEL.11-12.4.d. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word.
Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning.
Ex. Look up an unfamiliar word in a primary dictionary to check the meaning.

**Level III AA Students will:**
EEL.11-12.4.d. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word.
Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning.
Ex. Look up an unfamiliar word in a primary dictionary to check the meaning.

**Level II AA Students will:**
EEL.11-12.4.d. With guidance and support, consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
Ex. Double-click on a word to reveal the definition in multimedia reading software.
Ex. With support getting to the correct page, look up an unfamiliar word in a primary dictionary to check the meaning.

**Level I AA Students will:**
EEL.11-12.4.d. Ask for clarification when needed.
Ex. Indicate confusion or lack of understanding saying, “I don’t know.”
Ex. Indicate “yes” or “no” when asked, “Do you understand?” or “Do you have any questions?”
Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.
<table>
<thead>
<tr>
<th>CCSS Grade-Level Standards</th>
<th>Common Core Essential Elements</th>
<th>Instructional Achievement Level Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</td>
<td>EEL.11-12.5. Demonstrate understanding of figurative language and words relationships. a. Interpret simple figures of speech encountered while reading or listening.</td>
<td>Level IV AA Students will: EEL.11-12.5.a. N/A Level III AA Students will: EEL.11-12.5.a. Interpret simple figures of speech encountered while reading or listening. Ex. Understand simile (e.g., My dog has a memory like an elephant.) when it is encountered when reading. Ex. Determine the difference between the literal meaning of metaphors (e.g., My cat is getting a big as a house.) and the actual meaning when reading or listening (e.g., My cat is fat.). Level II AA Students will: EEL.11-12.5.a. Understand common idioms and figures of speech. Ex. Given a representation of figurative language (e.g., picture for “It’s raining cats and dogs”), answers “yes” or “no” to “Does this really happen?” Level I AA Students will: EEL.11-12.5.a. Understand common phrases. Ex. Responds appropriately when someone says phrases such as: your turn, take one, look at that.</td>
</tr>
<tr>
<td>b. Analyze nuances in the meaning of words with similar denotations.</td>
<td>EEL.11-12.5.b. N/A</td>
<td></td>
</tr>
<tr>
<td>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
<td>EEL.11-12.6. Use academic and domain-specific words and phrases for communication appropriate for the student’s educational plans and career goals.</td>
<td>Level IV AA Students will: EEL.11-12.6. N/A Level III AA Students will: EEL.11-12.6. Use academic and domain-specific words and phrases for communication appropriately for one’s own educational plans and career goals. Ex. Respond to a mock interview question specific to one’s own educational plan. Level II AA Students will: EEL.11-12.6. Use academic and domain-specific words and phrases when writing and for communication. Ex. Complete a job application specific to one’s own educational plan. Level I AA Students will: EEL.11-12.6. Demonstrate understanding of general academic language. Ex. Point to, underline, or otherwise indicate new academic language.</td>
</tr>
</tbody>
</table>
GLOSSARY OF ENGLISH LANGUAGE ARTS TERMS

Adapted text (simplified). Substitutes linguistically frequently occurring vocabulary for infrequently occurring nontechnical vocabulary, shortens sentence length, lowers reading level, and restructures sentences to reduce their complexity. See http://www.coursecrafters.com/ELL-Outlook/2006/mar_apr/ELLOutlookITIArticle1.htm

Adapted text (elaborated). Clarifies, elaborates, and explains implicit information and makes connections explicit with words sometimes added to increase comprehension. See http://www.coursecrafters.com/ELL-Outlook/2006/mar_apr/ELLOutlookITIArticle1.htm

Assistive technology. Any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. See http://standards.gov/assistivetechnology.cfm

Context clues. Bits of information from the text that, when combined with the reader’s own knowledge, help the reader determine the meaning of the text, or unknown words in the text.

Decoding. Understanding that a printed word represents the spoken word, and that this printed word is made of a sequence of phonemes.

Digital literacy. Ability to use digital technology, communication tools, or networks to locate, evaluate, use and create information; ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers; person’s ability to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments. See http://www.library.illinois.edu/diglit/definition.html

Digital tools. Tools that involve or relate to the use of a computer/technology.

Distracters. An incorrect choice among multiple-choice answers on a question or test. See http://dictionary.reference.com/browse/distractor

Encode. To represent complicated information in a simple or short way.

Episode. A brief unit of action in a literary work; a situation that is part of a narrative.

Figurative language. Uses “figures of speech” as a way of saying something other than the literal meaning of the words (e.g., All the world’s a stage.); hyperbole, metaphor, onomatopoeia.

Figurative meaning. Exaggerated or altered meaning of words used as a figure of speech (e.g., She swims like a dolphin (simile); figurative meaning is that she swims very well.).

Formal language. Adheres to stricter grammar rules, does not follow informal, spontaneous language (language between friends).

Graphic organizer. A diagram or pictorial device used to record and show relationships among ideas or information. An example could be a Venn diagram or a T-chart.

Guided writing activities/lessons. Temporary, small group lessons teaching strategies that students most need to practice with guidance from a teacher. See http://www.readwritethink.org/professional-development/strategy-guides/guided-writing-30685.html
High-frequency words. Words that appear frequently in writing, reading, and language.

Hyperbole. Way of speaking or writing (emphatic exaggeration) that makes someone or something sound bigger, better, more, etc. than they are (e.g., You’ve grown like a bean sprout!).

Idiom. Words in a fixed order that have a particular meaning that is different from the meaning of each word separately (e.g., “Bitten off more than you can chew.”; “It’s raining cats and dogs.”; and “A little under the weather.”)

Independent writing. Children write their own pieces, such as stories and informational narratives, retellings, labeling, speech balloons, lists, etc. See http://www.oe.k12.mi.us/balanced_literacy/independent_writing.htm

Inference. Assuming that something is true or forming an opinion based on information.

Informational (natural) language. Refers to spontaneous language (language between friends) that has less strict grammar rules and/or shorter sentences.

Informational text. Text that intends to provide information on a particular topic (e.g., an essay written about the Battle of Gettysburg).

Informational essay/text/writing. Writing that intends to provide information on a particular topic (e.g., Students write informational pieces about the effects of global warming, the impact of women in politics, and the salaries and endorsements in professional sports.).

Intonation. The sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said.

Literary elements. Characterizations, setting(s), plot(s) (including exposition, rising action, climax, and falling action), and theme(s) developed by an author over the course of a story.

Metaphor. An expression (figure of speech) which describes a person or object in a literary way by referring to something that is considered to have similar characteristics to the person or object being described, such as “The mind is an ocean,” and “The city is a jungle.”

Multimedia book. Combines media of communication (e.g., text, graphics, and sound).

Multimodal. Having or involving several or a combination of learning styles, modes, or modalities (e.g., auditory, kinesthetic, visual, or a combination).

Onomatopoeia. The creation and use of words which include sounds that are similar to the noises (imitates) that the words refer to (e.g., hiss, buzz, bang, or the word “zip” imitates the sound of zipping up one’s coat).

Open-ended questions. A question beginning with such words as what, why, how, describe that are designed to encourage a full, meaningful answer using the subject’s own knowledge and/or feelings. See http://www.mediacollege.com/journalism/interviews/open-ended-questions.html and http://changingminds.org/techniques/questioning/open_closed_questions.htm
**Phonemes.** Abstract units of the phonetic system of a language that corresponds to a set of similar speech sounds (as the velar \k\ of cool and the palatal \k\ of keel) which are perceived to be a single distinctive sound in the language. See http://www.merriam-webster.com/dictionary/phoneme

**Phonetic spelling.** The representation of vocal sounds which express pronunciations of words and a system of spelling in which each letter represents invariably the same spoken sound. See http://dictionary.reference.com/help/faq/language/s08.html

**Picture exchange cards (PECS).** Originally created by Pyramid Products as a tool for communicating with non-verbal people on the spectrum. Since its invention, though, “PECS” has become shorthand for any kind of image-based communication.

**Prompt levels/prompt hierarchy.** To make something happen.

- **Verbal prompts** - Statements that help learners acquire target skills (e.g., “You might need to try it a different way,” “Write your name.”).
- **Gestural prompts** - Movements that cue learners to use a particular behavior or skill (e.g., pointing to the top of the paper where the learner needs to write his name).
- **Model prompts** - Models the target skill or behavior. Full model prompts can be verbal if the skill being taught is verbal, or they can be motor responses if the skill being taught involves moving a body part.
- **Physical prompts** - Touches to help a student use the target behavior or skill (e.g., tapping a learner’s hand to cue writing, putting hand over learner’s to help writing).
- **Visual prompts** - Pictures of events that provide learners with information about how to use the target skill or behavior (e.g., task analysis checklist, transition picture card). See http://autismpdc.fpg.unc.edu/content/prompting

**Roots (morphemes).** The most basic form of a word that is still able to convey a particular thought or meaning.

**Segmental phonemes.** One of the phonemes (as \k, a, t \ in cat, tack, act) of a language that can be assigned to a relative sequential order of minimal segments. See http://www.merriam-webster.com/dictionary/segmental%20phoneme

**Sensory language/sensory words.** Words that refer to the senses of sight, touch, hearing, smell, and taste that can help add realism to writing.

**Shared reading.** An interactive reading experience where children interact with the reading of a big book or other enlarged text as guided by a teacher or other experienced reader, generally accomplished using an enlarged text that all children can see. See http://www.oe.k12.mi.us/balanced_literacy/shared_reading.htm

**Shared writing activity/modeled writing.** An approach to writing where the teacher and children work together to compose messages and stories where children provide the ideas and the teacher supports the process as a scribe. The message is usually related to some individual or group experience. The teacher provides full support, modeling and demonstrating the process of putting children’s ideas into written language. See http://www.oe.k12.mi.us/balanced_literacy/modeled_writing.htm
Short essay. Literary composition on a single subject, usually presenting the personal view of the author. See http://www.thefreedictionary.com/essay

Simile. The use of an expression (figure of speech) comparing one thing with another, always including the words “as” or “like” (e.g., She swims like a dolphin.).

Social story. Describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses and shares accurate social information that is easily understood by its audience. See http://www.thegraycenter.org/social-stories/what-are-social-stories

Speech/voice-to-text technology. A type of speech recognition program that converts spoken to written language. See http://searchunifiedcommunications.techtarget.com/definition/voice-to-text

Spatial and temporal relationships/meaning words. Signal event order (e.g., behind, under, after, soon, next, and later).

Story elements. Plot, setting, genre, point of view, characters, and order of events.

Textual evidence. Evidence from one or more texts used to support an argument/position, and is derived from reading and drawing from other text(s). It is provided in the form of quotation, paraphrase, descriptions of theory, and also description. See http://wiki.answers.com/Q/What_is_a_textual_evidence

Theme or central idea. Main thought or topic in a work of literature

Vivid verbs. Words that express an action with an implied emphasis (e.g., “He sprinted down the street,” or “He dashed down the street,” rather than “He ran down the street.”).

Word family. Groups of words that have a common feature or pattern (also known as phonograms, rhymes, or chunks). At, cat, hat, and fat are a family of words with the “at” sound and letter combination in common. Common word families include: ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw, ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck, ug, ump, unk. See http://www.enchantedlearning.com/rhymes/wordfamilies/
GLOSSARY OF SPECIAL EDUCATION TERMS

Accommodations. Changes in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode, or others, including any combination of these that does not change the construct intended to be measured by the assessment or the meaning of the resulting scores. Accommodations are used for equity, not advantage, and serve to level the playing field. To be appropriate, assessment accommodations must be identified in the student’s Individualized Education Plan (IEP) or Section 504 plan and used regularly during instruction and classroom assessment.

Achievement descriptors. Narrative descriptions of performance levels that convey student performance at each achievement level and further defines content standards by connecting them to information that describes how well students are doing in learning the knowledge and skills contained in the content standards. See also “performance descriptors.”

Achievement levels. A measurement that distinguishes an adequate performance from a novice or expert performance. Achievement levels provide a determination of the extent to which a student has met the content standards. See also “performance levels.”

Achievement standard. A system that includes performance levels (e.g., unsatisfactory, proficient, or advanced), descriptions of student performance for each level, examples of student work representing the entire range of performance for each level, and cut scores. A system of performance standards operationalizes and further defines content standards by connecting them to information that describes how well students are doing in learning the knowledge and skills contained in the content standards. See also “performance standards.”

Achievement test. An instrument designed to measure efficiently the amount of academic knowledge and/or skill a student has acquired from instruction. Such tests provide information that can be compared to either a norm group or a measure of performance, such as a standard.

Age appropriate. The characteristics of the skills taught, the activities and materials selected, and the language level employed that reflect the chronological age of the student.

Alignment. The similarity or match between or among content standards, achievement (performance) standards, curriculum, instruction, and assessments in terms of equal breadth, depth, and complexity of knowledge and skill expectations.

Alternate assessment. An instrument used in gathering information on the standards-based performance and progress of students whose disabilities preclude their valid and reliable participation in general assessments. Alternate assessments measure the performance of a relatively small population of students who are unable to participate in the general assessment system, even with accommodations, as determined by the IEP team.

Assessment. The process of collecting information about individuals, groups, or systems that relies upon a number of instruments, one of which may be a test, making assessment a more comprehensive term than test.

Assessment literacy. The knowledge of the basic principles of sound assessment practice including terminology, development, administration, analysis, and standards of quality.
**Assistance.** (versus support) The degree to which the teacher provides aid to the student’s performance that provides direct assistance in the content or skill being demonstrated by the student. That is, the assistance involves the teacher performing the cognitive work required. Assistance results in an invalidation of the item or score. See also “support.”

**Assistive technology.** A device, piece of equipment, product system or service that is used to increase, maintain, or improve the functional capabilities of a student with a disability. (See 34 CFR §300.5 and 300.6.)

**Cues.** Assistance, words, or actions provided to a student to increase the likelihood that the student will give the desired response.

**Curriculum.** A document that describes what teachers do in order to convey grade-level knowledge and skills to a student.

**Depth.** The level of cognitive processing (e.g., recognition, recall, problem solving, analysis, synthesis, and evaluation) required for success relative to the performance standards.

**Disaggregation.** The collection and reporting of student achievement results by particular subgroups (e.g., students with disabilities, limited English proficient students), to ascertain the subgroup’s academic progress. Disaggregation makes it possible to compare subgroups or cohorts.

**Essence of the Standard.** Is that which conveys the same ideas, skills, and content of the standard, expressed in simpler terms.

**Essential Elements (EEs or CCEEs).** The Common Core Essential Elements are specific statements of the content and skills that are linked to the Common Core State Standards (CCSS) grade level specific expectations for students with significant cognitive disabilities.

**Grade Band Essential Element.** A statement of essential precursor content and skills linked to the Common Core State Standards (CCSS) grade-level standards and indicators that maintain the essence of that standard, thereby identifying the grade-level expectations for students with significant cognitive disabilities to access and make progress in the general curriculum.

**Grade level.** The grade in which a student is enrolled.

**Individualized Education Program (IEP).** An IEP is a written plan, developed by a team of regular and special educators, parents, related service personnel and the student, as appropriate, describing the specially designed instruction needed for an eligible exceptional student to progress in the content standards and objectives and to meet other educational needs.

**Linked.** A relationship between a grade-level indicator for Common Core State Standards (CCSS) and Common Core Essential Elements (EEs or CCEEs) that reflects similar content and skills but does not match the breadth, depth, and complexity of the standards.
Multiple measures. Measurement of student or school performance through more than one form or test
- For students, these might include teacher observations, performance assessments, or portfolios.
- For schools, these might include dropout rates, absenteeism, college attendance, or documented behavior problems.

Natural cue. Assistance given to a student that provides a flow among the expectations presented by the educator, opportunities to learn, and the desired outcome exhibited by the student.

Opportunity to learn. The provision of learning conditions, including suitable adjustments, to maximize a student’s chances of attaining the desired learning outcomes, such as the mastery of content standards.

Readability. The formatting of presented material that considers the organization of text; syntactic complexity of sentences; use of abstractions; density of concepts; sequence and organization of ideas; page format; sentence length; paragraph length; variety of punctuation; student background knowledge or interest; and use of illustrations or graphics in determining the appropriate level of difficulty of instructional or assessment materials.

Real-world application. The opportunity for a student to exhibit a behavior or complete a task that he or she would normally be expected to perform outside of the school environment.

Response requirements. The type, kind, or method of action required of a student to answer a question or testing item. The response may include, but is not limited to, reading, writing, speaking, creating, and drawing.

Stakeholders. A group of individuals perceived to be vested in a particular decision (e.g., a policy decision).

Standardized. An established procedure that assures that a test is administered with the same directions, under the same conditions, and is scored in the same manner for all students to ensure the comparability of scores. Standardization allows reliable and valid comparison to be made among students taking the test. The two major types of standardized tests are norm-referenced and criterion-referenced.

Standards. There are two types of standards, content, and achievement (performance).
- Content standards. Statements of the subject-specific knowledge and skills that schools are expected to teach students, indicating what students should know and be able to do.
- Achievement (Performance) standards. Indices of qualities that specify how adept or competent a student demonstration must be and that consist of the following four components:
  - levels that provide descriptive labels or narratives for student performance (i.e., advanced, Level III, etc.);
  - descriptions of what students at each particular level must demonstrate relative to the task;
  - examples of student work at each level illustrating the range of performance within each level; and
  - cut scores clearly separating each performance level.
Standards-based assessments. Assessments constructed to measure how well students have mastered specific content standards or skills.

Test. A measuring device or procedure. Educational tests are typically composed of questions or tasks designed to elicit predetermined behavioral responses or to measure specific academic content standards.

Test presentation. The method, manner, or structure in which test items or assessments are administered to the student.

Universal design of assessment. A method for developing an assessment to ensure accessibility by all students regardless of ability or disability. Universal design of assessment is based on principles used in the field of architecture in which user diversity is considered during the conceptual stage of development.

*Adapted from the Glossary of Assessment Terms and Acronyms Used in Assessing Special Education Students: A Report from the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS).*
BIBLIOGRAPHY OF DEVELOPMENT PROCESS


APPENDIX A

SEA/STAKEHOLDER DEMOGRAPHICS
<table>
<thead>
<tr>
<th>Name</th>
<th>State</th>
<th>Area of Certification</th>
<th>Current Assignment</th>
<th>Other Grades Taught</th>
<th>Special Population Experience</th>
<th>Ethnicity</th>
<th>Years of Experience</th>
<th>Highest Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peggy Akins</td>
<td>IA</td>
<td>Master Educator License: K-8 Mental Disabilities Mild/Moderate; 5-12 Mental Disabilities Mild/Moderate</td>
<td>Special Educator on Special Assignment</td>
<td>K-12</td>
<td>Mild/Moderate, Behavior, Autism, Severe/Profound, LD</td>
<td>Caucasian</td>
<td>16-20</td>
<td>MS</td>
</tr>
<tr>
<td>Emilie Amundson</td>
<td>WI</td>
<td>English Language Arts</td>
<td>General Education State Consultant</td>
<td>General Education 6-12</td>
<td>Diverse, Special Education, and English Language Learner students</td>
<td>Caucasian</td>
<td>6-10</td>
<td>MA</td>
</tr>
<tr>
<td>Debra Asano</td>
<td>MI</td>
<td>K-8: English Language Arts, Speech, and Mathematics</td>
<td>General Education, RESA Curriculum Consultant, Regional Literacy Trainer for MLPP, DIBELS, REWARDS, Michigan Foundations in Reading</td>
<td>General Education Classroom K, 1, 3, 7, 8; Title I Instruction K-5</td>
<td>Title I Instructor K-5, Elementary Building Administrator, District/RESA Assessment Coordinator</td>
<td>Caucasian</td>
<td>26-30</td>
<td>MA</td>
</tr>
<tr>
<td>Robert Bartlett</td>
<td>WV</td>
<td>Master’s Degree in Severe Multiple Disabilities, Certification in Autism, Multi-Categorical Certification, including Learning Disabilities, Behavioral Disabilities, and Mental Impairments</td>
<td>Director of Special Education and School Improvement, RESA 6 (Regional Education Service Agencies), Wheeling, WV</td>
<td>K-6 Autism and MI (All Special Education)</td>
<td>15 years in high school classroom for students with Severe/Profound Disabilities and 9+ years in K-6 classroom for students with Autism and Mental Impairments, 23 years working summer program with all grade levels, including Pre-K through High School.</td>
<td>Caucasian</td>
<td>21-25</td>
<td>MA</td>
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<td>Name</td>
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<td>Area of Certification</td>
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<tr>
<td>Maria Beck</td>
<td>VA</td>
<td>Special Education</td>
<td>Special Education Instruction Specialist for Students with Severe Disabilities</td>
<td>Special Education K-12</td>
<td>20 years teaching this population and 7 years administrative experience with alternate assessment</td>
<td>Caucasian</td>
<td>26-60</td>
<td>MS</td>
</tr>
<tr>
<td>Brenda Berrios</td>
<td>NJ</td>
<td>Teacher of the Handicapped, Elementary Education</td>
<td>Special Education</td>
<td>N/A</td>
<td>Cognitively Impaired (Mild - Severe), Autism Spectrum Disorders</td>
<td>Puerto Rican</td>
<td>30+</td>
<td>MA</td>
</tr>
<tr>
<td>Daniel Biegun</td>
<td>VA</td>
<td>No Response</td>
<td>Intellectual Disability Specialist (Training and Technical Assistance Center, Old Dominion University)</td>
<td>High School</td>
<td>3 years educational specialist, 12 years teacher of students with multiple and intellectual disabilities (high school)</td>
<td>Caucasian</td>
<td>11-15</td>
<td>MS</td>
</tr>
<tr>
<td>Annalisa Brewster</td>
<td>WA</td>
<td>K-12 Special Education, K-8 General Education</td>
<td>4-5 Self-Contained Special Education</td>
<td>Previously taught K-5 Special Education</td>
<td>Severe to profound delays, multiple disabilities, dual-sensory loss (deaf-blind)</td>
<td>Caucasian</td>
<td>6-10</td>
<td>MED</td>
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<td>Name</td>
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<tr>
<td>James Brey</td>
<td>UT</td>
<td>Bachelor of Science in Elementary Education Grades 1-8 and Special Education Mild to Moderate K-12, Master in Education with an Endorsement in Severe Disabilities K-12</td>
<td>Temporary Assignment (Teacher on Special Assignment) - Elementary Special Education Severe Teacher</td>
<td>Secondary Severe Special Education Grades 7-9, Secondary Mild to Moderate Special Education 7-9, Elementary Special Education Severe K-5 (2 different schools) Adult Basic Education (ABE) Continuing ED at Dixie State College (Post-Post high 22 years to very old.)</td>
<td>Mild to Moderate Special Education Severe to Profound Special Education</td>
<td>Caucasian</td>
<td>16-20</td>
<td>MED</td>
</tr>
<tr>
<td>Jennifer Burnes</td>
<td>OK</td>
<td>Special Education; All Content Areas</td>
<td>Assessment Coordinator, Special Education Services, State Department of Education</td>
<td>6-8; Early Childhood Special Education</td>
<td>Severe/Profound; Mild-Moderate</td>
<td>Caucasian</td>
<td>6-10</td>
<td>MED &amp; MS</td>
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<tr>
<td>Kristen Burton</td>
<td>WI</td>
<td>N/A</td>
<td>DPI-Assessment</td>
<td>N/A</td>
<td>EBD, Alternate Assessment development</td>
<td>Caucasian</td>
<td>1-5</td>
<td>BS</td>
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<tr>
<td>Debby Byrne</td>
<td>KS</td>
<td>English 7-9; Social Studies 7-9; Elementary K-9; Educable Mentally Retarded; Trainable Mentally Retarded</td>
<td>Lifeskills Coordinator for Olathe District Schools K-21</td>
<td>Special Education throughout my whole career.</td>
<td>Coordinator for the Olathe School District. Special Pops and Special Olympics liaison for the city of Olathe and the school district</td>
<td>Caucasian</td>
<td>26-30</td>
<td>MS</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Wendy Carver</td>
<td>UT</td>
<td>Communication Disorders (K-12+) and Special Education (K-12+); Endorsements: Speech-Language Pathology, Psychology, Mild/Moderate Disabilities, English</td>
<td>Special Education Assessment Specialist</td>
<td>Special Education Assessment every grade: K–post high school</td>
<td>Mild/moderate and severe</td>
<td>Caucasian</td>
<td>30+</td>
<td>MS</td>
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<tr>
<td>Beth Cipoletti</td>
<td>WV</td>
<td>Math 7-12</td>
<td>SEA Assistant Director, Office of Assessment and Accountability</td>
<td>Math 7-12 and College</td>
<td>Inclusion Classes</td>
<td>Caucasian</td>
<td>30+</td>
<td>EdD</td>
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<tr>
<td>Kim Cook</td>
<td>WA</td>
<td>K-12 Special Education; K-12 English as a Second Language; K-12 Bilingual Education; K-8 Elementary Education</td>
<td>K-5 Literacy Coach</td>
<td>General Education Kindergarten; Special Education Kindergarten; Special Education Preschool; Dual Language Kindergarten</td>
<td>ELL; Low SES; Bilingual; Migrant</td>
<td>Caucasian</td>
<td>11-15</td>
<td>MED</td>
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<tr>
<td>Pam Cox</td>
<td>OK</td>
<td>Reading, Math, Elementary Education, Special Education</td>
<td>Instructional Coach</td>
<td>Preschool-12, Special Education</td>
<td>Teacher of ID, AU, TBI, OHI, SLD</td>
<td>Caucasian</td>
<td>21-25</td>
<td>BS</td>
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<tr>
<td>Name</td>
<td>State</td>
<td>Area of Certification</td>
<td>Current Assignment</td>
<td>Special Population Experience</td>
<td>Special Services</td>
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<tr>
<td>Dianna Daubenspeck</td>
<td>OK</td>
<td>Multiple Disabilities, Learning Disabilities, Traumatic Brain Injury, OHI</td>
<td>Special Services, Curriculum Specialist PK - 12th grades</td>
<td>Multiple Disabilities, Learning Disabilities, Traumatic Brain Injury, OHI</td>
<td>Special Services, Curriculum Specialist PK - 12th grades</td>
<td>PK-12, Other Health Impaired, Learning Disabilities, reading</td>
<td>Caucasian</td>
<td>PK-12, Other Health Impaired, Learning Disabilities, reading</td>
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<tr>
<td>Holly Draper</td>
<td>KS</td>
<td>Functional Special Education and Adaptive Special Education</td>
<td>Lead Consultant (General Education)</td>
<td>Teaching SPED for 6 years, paraeducator 1 year, group home worker 2 years</td>
<td>Grades 6-10 Functional Special Education (in Missouri)</td>
<td>Functional Special Education and Adaptive Special Education</td>
<td>Caucasian</td>
<td>Functional Special Education and Adaptive Special Education</td>
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<tr>
<td>Amy Daugherty</td>
<td>OK</td>
<td>Severe/Profound Disabilities, All Content Areas</td>
<td>Associate State Director, Special Education Services, State Dept. of Education</td>
<td>S/P, Emotional Disturbance</td>
<td>General Education</td>
<td>General Education</td>
<td>Caucasian</td>
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<tr>
<td>Thomas Deeter</td>
<td>IA</td>
<td>N/A</td>
<td>Lead Consultant (General Education)</td>
<td>Teaching SPED for 6 years, paraeducator 1 year, group home worker 2 years</td>
<td>Grades 6-10 Functional Special Education (in Missouri)</td>
<td>General Education</td>
<td>Caucasian</td>
<td>General Education</td>
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Common Core Essential Elements
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<th>Name</th>
<th>State</th>
<th>Highest Degree</th>
<th>Years of Experience</th>
<th>Ethnicity</th>
<th>Area of Certification</th>
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<th>Other Grades Taught</th>
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<th>Other Assignments</th>
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<tr>
<td>Jeffrey Dunn</td>
<td>WA</td>
<td>PhD</td>
<td>30+</td>
<td>Caucasian</td>
<td>English, Communications, Social Studies</td>
<td>Secondary Learning Assistance Program (LAP, WA companion to Title 1) Coordinator; English teacher 9-12 (Blended general/Special education class); one concurrent enrollment Eastern Washington University English 101 class.</td>
<td>Developed and implemented district secondary reading, writing, and math RTI screening and diagnostic assessment process; coordinate after school and summer school programs open to targeted special education students; taught and supported reading and writing special education students in their effort to meet state standards.</td>
<td>General Education English grades 9-12</td>
<td>Developed and implemented district secondary reading, writing, and math RTI screening and diagnostic assessment process; coordinate after school and summer school programs.</td>
<td>Developed and implemented district secondary reading, writing, and math RTI screening and diagnostic assessment process; coordinate after school and summer school programs.</td>
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<tr>
<td>John Eisenberg</td>
<td>VA</td>
<td>MS</td>
<td>11-15</td>
<td>Caucasian</td>
<td>Special Education</td>
<td>Director of Instructional Support and Related Services, Virginia Department of Education</td>
<td>Caucasian</td>
<td>Caucasian</td>
<td>Caucasian</td>
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<tr>
<td>Lin Everett</td>
<td>MO</td>
<td>EdS</td>
<td>30+</td>
<td>Caucasian</td>
<td>Special Education Coordinator</td>
<td>Self-contained 1-4; ELA Middle (2/3 self-contained); Principal K-8; Methods for pre-service teachers/ university</td>
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<td>Current Assignment</td>
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<td>Other Grades Taught</td>
<td>Years of Experience</td>
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<tr>
<td>Kurt Farnsworth</td>
<td>UT</td>
<td>Elementary K-6</td>
<td>Elementary K-6</td>
<td>Principal, 4th grade inclusion classroom</td>
<td>Class within a Class; dual instructor, frequently teach mainstream students</td>
<td>11-15</td>
<td>MED</td>
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<tr>
<td>Melia Franklin</td>
<td>MO</td>
<td>English 7-12</td>
<td>General Education</td>
<td>English Language Arts Assessment Specialist</td>
<td>English and German at some point in my career</td>
<td>16-20</td>
<td>EdD</td>
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<tr>
<td>Thomas Gersh</td>
<td>MI</td>
<td>N/A</td>
<td>Administrator:</td>
<td>Special Education certification K-8</td>
<td>Multi-Subjects: K-8, Mental Impairments, Licensed Psychologist, Administrative Approval</td>
<td>30+</td>
<td>EdS</td>
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<tr>
<td>Melissa Gholson</td>
<td>WV</td>
<td>Multi-Subjects K-8</td>
<td>MI Teacher</td>
<td>Special Education</td>
<td>Multi-Subjects K-8, Mental Impairments, Licensed Psychologist, Administrative Approval</td>
<td>N/A</td>
<td>MA</td>
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<tr>
<td>Claire Greer</td>
<td>NC</td>
<td>K-12 Special Education, 1-8 Education</td>
<td>K-12 Special</td>
<td>Supervisor of Special Education; High School (special education), College (teacher preparation)</td>
<td>Elementary, Middle and High School</td>
<td>21-25</td>
<td>MS</td>
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<tr>
<td>Dawn Gresham</td>
<td>KS</td>
<td>Music K-12, Educable Mental Retarded K-12, Functional Mental Retarder K-12, Special Education PreK-12</td>
<td>State Consultant</td>
<td>State Consultant</td>
<td>State Consultant</td>
<td>11-15</td>
<td>MS</td>
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<td>Special Population Experience</td>
<td>Ethnicity</td>
<td>Years of Experience</td>
<td>Highest Degree</td>
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<tr>
<td>Judy Hamer</td>
<td>IA</td>
<td>K-6 Elementary Teacher, K-8 Reading, 5-8 Reading, K-12 Reading Specialist</td>
<td>8th Grade Language Arts (General Education) and District K-12 Language Arts Head Teacher</td>
<td>Co-teaches with special educator in these language arts classes</td>
<td>Students with disabilities integrated into general education classroom; co-teaching and consultation with special education teachers</td>
<td>Caucasian</td>
<td>21-25</td>
<td>MS</td>
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<tr>
<td>Angela Harris</td>
<td>WV</td>
<td>K - 8: Multi-Subjects; K - 12: Mentally Impaired - Mild - Moderate, Specific Learning Disabilities, Behavior Disorders, Autism; PK-Adult: Superintendent, Supervisor of Instruction, Principal, and School Library / Media</td>
<td>Special Education Evaluator (Placed 2010 - 2011 School Year)</td>
<td>High School: Special Education 9 - 12; Elementary: General and Special Education K - 6; and Middle School: Special Education 7 - 9</td>
<td>Autism Training, Positive Behavior Support Training, Board Maker Training, and Data Analysis for Special Education</td>
<td>Caucasian</td>
<td>16-20</td>
<td>MA</td>
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<tr>
<td>Gerald Hartley</td>
<td>WV</td>
<td>Elementary Education 1-9 , Art K-10, English 5-8, Middle Childhood Certification</td>
<td>Reading/Language Arts 8th Grade</td>
<td>Grades 4-12</td>
<td>Special Education</td>
<td>Caucasian</td>
<td>30+</td>
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<tr>
<td>Emma Hatfield-Sidden</td>
<td>NC</td>
<td>No response</td>
<td>Special Education ID-Mod</td>
<td>3 years in ID-Mod Classroom</td>
<td></td>
<td>Caucasian</td>
<td>1-5</td>
<td>BA</td>
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<tr>
<td>Linda Hickey</td>
<td>KS</td>
<td>Special Education (5 endorsements), Elementary Education</td>
<td>Special Education-Student Services Consultant</td>
<td>Elementary through High School</td>
<td>30+ years of experience</td>
<td>Caucasian</td>
<td>30+</td>
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<td>Name</td>
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<td>Current Assignment</td>
<td>Other Grades Taught</td>
<td>Special Population Experience</td>
<td>Ethnicity</td>
<td>Years of Experience</td>
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<tr>
<td>Janice Hill</td>
<td>UT</td>
<td>General Special Education K-12 with Severe Endorsement</td>
<td>Special Education K-6 Self Contained Classroom</td>
<td>Special Education 7-9</td>
<td>Students with Severe Multiple Cognitive Impairments, Autism</td>
<td>Caucasian</td>
<td>16-20</td>
<td>BS</td>
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<tr>
<td>Lori Hillyer</td>
<td>WI</td>
<td>Secondary Education: Language Arts; Secondary Education: French; Reading Specialist: K-12</td>
<td>Learning Coordinator</td>
<td>6-8 General Education</td>
<td>Diverse population (Approx. 60% minority, predominantly AA and ELL); 55% poverty</td>
<td>Caucasian</td>
<td>26-30</td>
<td>MS</td>
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<tr>
<td>Louann Hoover</td>
<td>MO</td>
<td>No response</td>
<td>Special Education for Students with Severe Disabilities</td>
<td>K-6 Special Education</td>
<td>Severely Disabled</td>
<td>Caucasian</td>
<td>30+</td>
<td>BS</td>
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<tr>
<td>Debbie Jameson</td>
<td>MO</td>
<td>Elementary Education 1-5 Lifetime Certification; Middle School Certification 5-8 Literacy; Reading Certification</td>
<td>Literacy Coach/Title 1 Teacher for grades 1, 2, 3, 5; Reading Recovery/Title 1 Teacher for grades K-5</td>
<td>Classroom Teacher for grades 1, 2, 3, 5; Reading Recovery/Title 1 Teacher for grades K-5</td>
<td>STARR Teacher, MAP Senior Leader, Literacy Coach, Title 1 District Chair for Hannibal Public Schools, Reading Recovery Trained, MAP Scorer/Item Writer/Table Leader, Model Curriculum Writer, State Literacy Team, GLE/MAP Alignment Study, Graduate Professor Part Time, Depth of Knowledge (DOK) Alignment Study to MAP Questions/GLE</td>
<td>Caucasian</td>
<td>26-30</td>
<td>MED</td>
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<tr>
<td>Name</td>
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<td>Years of Experience</td>
<td>Highest Degree</td>
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</tbody>
</table>
| Judy Jennings | NC    | LD, MR, BEH-K-6, MR Extended Curriculum K-12     | Special Education Teacher- Self-Contained Centralized Class for 6-8th Grade Students with Moderate to Severe Autism and EC Chairperson | Have taught 3rd-5th grade inclusion special education and self-contained special education  
Have taught inclusion 7th grade ELA and Math-Special Education  
BED Self-Contained 6th-8th grade -Special Education | Volunteered pre-k developmentally delayed class 1 year  
TA developmentally delayed classroom 2 summers, Nanny for family with 16 year old daughter who was severely multiply disabled for 1 year, Teacher Assistant in a self-contained AU 9-14 year olds, Worked at a camp for 5-21 year olds with cognitive delays, Special Olympics coach for Cycling and Alpine Skiing over 10 years, mother of Liz-12 year daughter with Autism diagnosis and cognitive delays, Volunteered summer to work with 3rd-5th grade students on AAC needs. | Caucasian | 16-20              | MED             |
<p>| Al Klugh      | VA    | No response                                      | Special Education Administration                                                 | Special Education Teacher/Building Principal | Autism, ID, Population Previously known as Severe Disability, ED                                                                                                   | Caucasian | 26-30              | MED             |
| Judy Kraft    | WA    | No response                                      | Alternate Assessment Specialist for WA State                                    |                                                                                                                                             |                                                                                                               | Caucasian |                   | MS              |</p>
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<tr>
<th>Name</th>
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<th>Other Grades Taught</th>
<th>Special Population Experience</th>
<th>Ethnicity</th>
<th>Years of Experience</th>
<th>Highest Degree</th>
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<tr>
<td>Kathleen Kvamme-Promes</td>
<td>IA</td>
<td>Master Educator License K-12 Mental Disabilities Moderate/Severe/Profound. K-12 Instructional Strategist Mental Disabilities</td>
<td>Special Education Severe/Profound (Significant Disabilities) 5-12</td>
<td>Special Education year 13-14</td>
<td>Autism, Physical Disabilities, Behavior, Severe/Profound, Medically Fragile</td>
<td>Caucasian</td>
<td>21-25</td>
<td>EdS</td>
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<tr>
<td>Sondra LeGrande</td>
<td>OK</td>
<td>Special Education Teacher -Mild and Moderate/Severe, English, Social Studies</td>
<td>Special Education teacher at Edmond Santa Fe High School</td>
<td>Special education 6-12</td>
<td>ID, Autism, Multiple disabilities, other health impaired, hearing impaired, visual impairment</td>
<td>Caucasian</td>
<td>16-20</td>
<td>BS</td>
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<tr>
<td>Deborah Matthews</td>
<td>KS</td>
<td>Students w/ Severe Cognitive Disabilities (functional) and Early Childhood</td>
<td>Kansas State Department of Education</td>
<td>Early Childhood-High School Special Education</td>
<td>Mild, moderate and severe students with disabilities</td>
<td>Caucasian</td>
<td>21-25</td>
<td>MS</td>
</tr>
<tr>
<td>Tamara Maxwell</td>
<td>WI</td>
<td>Reading Specialist, English, and Political Science</td>
<td>Instructional Coach for Secondary Education Content Area Teachers and English Teacher (general)</td>
<td>N/A</td>
<td>Working with special education, at-risk, and regular secondary education students who struggle with reading, writing, and motivation</td>
<td>Caucasian</td>
<td>6-10</td>
<td>MS</td>
</tr>
<tr>
<td>Jennifer Michalenok</td>
<td>NC</td>
<td>Mild-Moderate Disabilities, K-12; Moderate-Severe Disabilities, K-12; Reading Certification</td>
<td>Elementary Special Education, Multiple Disabilities classroom</td>
<td>Elementary: K-5 grade levels</td>
<td>Specialization in Low-Incidence Disabilities</td>
<td>European American</td>
<td>1-5</td>
<td>MED</td>
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<tr>
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<td>State</td>
<td>Area of Certification</td>
<td>Current Assignment</td>
<td>Other Grades Taught</td>
<td>Special Population Experience</td>
<td>Ethnicity</td>
<td>Years of Experience</td>
<td>Highest Degree</td>
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<tr>
<td>Melanie O'Dea</td>
<td>NJ</td>
<td>Special Education</td>
<td>NJ Department of Education/Office of Special Education Programs</td>
<td>N/A</td>
<td>Students with significant intellectual disabilities</td>
<td>Caucasian</td>
<td>26-30</td>
<td>MS</td>
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<tr>
<td>Kimberley Perisho</td>
<td>WA</td>
<td>Elementary Curriculum/Alternative Assessment</td>
<td>Special Education, Mariner High School Life Skills, grades 9-12</td>
<td>Occasional student ages 18-21(Special Education), 4 yrs.; Music K-12, 10 yrs.; Nursery school (General Education)</td>
<td>3 yrs. Paraeducator (1 year 1-on-1 and 2 years life skills); 5 yrs. Life Skills teacher</td>
<td>Caucasian</td>
<td>16-20</td>
<td>MA</td>
</tr>
<tr>
<td>Connie Persike</td>
<td>WI</td>
<td>Speech Pathologist –Student Services Coordinator</td>
<td>Early Childhood and Elementary Special Education</td>
<td>Autism, special education</td>
<td>Caucasian</td>
<td>11-15</td>
<td>MS</td>
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<tr>
<td>Name</td>
<td>State</td>
<td>Area of Certification</td>
<td>Current Assignment</td>
<td>Other Grades Taught</td>
<td>Special Population Experience</td>
<td>Ethnicity</td>
<td>Years of Experience</td>
<td>Highest Degree</td>
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<tr>
<td>Terri Portice</td>
<td>MI</td>
<td>Learning Disabilities K-12 (SM) K-12; Emotional Impairment (SE) K-12; Cognitive Impairment (SA) K-12; Elementary K-5 all subjects; K-8 All subjects Self Contained Classroom; Central Office Administration; Special Education Supervisor Approval, teacher consultant approval</td>
<td>Director of Teaching and Learning at Kent Intermediate School District (Educational Service Center Agency) - Professional Development and Curriculum Development K-12 General and Special Education Collaboration</td>
<td>Team Taught K-5 SPED in gen ed classroom; K-5 self-contained SPED pull out services. For the last 4 yrs, I’ve been leading curriculum &amp; professional development related to the 4 core content areas for all levels K-12. During this time I’ve spent a great deal of time in direct support with secondary ELA teachers. Recent work has been with K-12 staff in the areas of ELA and Math as it relates to making the transition from state content expectations to the CCSS.</td>
<td>Learning Disabilities; Emotional Impairment, and Cognitive Impairment Classroom</td>
<td>Caucasian</td>
<td>16-20 years</td>
<td>MA 2 masters</td>
</tr>
<tr>
<td>Name</td>
<td>State</td>
<td>Area of Certification</td>
<td>Current Assignment</td>
<td>Special Population Experience</td>
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<td>Ethnicity</td>
<td>Highest Degree</td>
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<tr>
<td>Cheryl Ann Prevatte</td>
<td>VA</td>
<td>Math/Reading/Science/Social Studies</td>
<td>Special Education Teacher K-5</td>
<td>Special Education Teacher Rockingham County, Virginia - 29 years</td>
<td>K-5</td>
<td>26-30</td>
<td>Caucasian</td>
<td>BS</td>
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<tr>
<td>Sarah Reives</td>
<td>NC</td>
<td>Math 9-12 and Science 9-12</td>
<td>General Education 9-12</td>
<td>Previous experience w/TARC</td>
<td>General Education 9-12</td>
<td>26-30</td>
<td>African American</td>
<td>MED</td>
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<tr>
<td>Katie Sadler</td>
<td>MO</td>
<td>ECSE, BD/MR K-12</td>
<td>K-5/self-contained AU</td>
<td>North Carolina Department of Instruction</td>
<td>K-5/self-contained AU</td>
<td>6-10</td>
<td>Caucasian</td>
<td>BS</td>
</tr>
<tr>
<td>Angela See</td>
<td>WV</td>
<td>Elementary Education, Content for Special Education, English, Social Studies, History, Multi-Categorical - CBD, LD, MI, K-6, OS AD</td>
<td>Special Education 9-12</td>
<td>Other experience - worked on the development of the WV alternate assessment, development of the WV Extended Academic Content Standards and Performance Descriptors, Acuity items for Extended Standards, Scored Alternate Assessment</td>
<td>Other grades - 9-12</td>
<td>6-10</td>
<td>Caucasian</td>
<td>MA</td>
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<tr>
<td>Name</td>
<td>State</td>
<td>Area of Certification</td>
<td>Current Assignment</td>
<td>Other Grades Taught</td>
<td>Special Population Experience</td>
<td>Ethnicity</td>
<td>Years of Experience</td>
<td>Highest Degree</td>
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<tr>
<td>Donna Shaw</td>
<td>IA</td>
<td>K-12 Special Education; General/ Special Education Administrator</td>
<td>Special Education</td>
<td>No Response</td>
<td>32 years experience</td>
<td>Caucasian</td>
<td>30+</td>
<td>MED</td>
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<tr>
<td>Kris Shaw</td>
<td>KS</td>
<td>Reading Specialist, Master’s Degree</td>
<td>KSDE Language Arts and Literacy Consultant</td>
<td>N/A</td>
<td>N/A</td>
<td>Caucasian</td>
<td>26-30</td>
<td>MS</td>
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<tr>
<td>Linda Stalliviere</td>
<td>UT</td>
<td>Elementary Education 1-8</td>
<td>LEA Mentor Coordinator (New Teacher Mentor for K-12 General and Special Education)</td>
<td>2nd, 4th General Education</td>
<td>Special education students within my classroom USEAP (Utah Special Education Advisory Panel) committee, general education representative</td>
<td>Caucasian</td>
<td>30+</td>
<td>BA</td>
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<tr>
<td>Christie Stephenson</td>
<td>OK</td>
<td>Mild/Moderate Disabilities, Severe/Profound Disabilities</td>
<td>Special Education Supervisor</td>
<td>K-12</td>
<td>I have taught in classrooms with student populations consisting of LD, ID, Multi-disabled, Autistic and OHI students.</td>
<td>Caucasian</td>
<td>6-10</td>
<td>BS</td>
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<tr>
<td>Emily Thatcher</td>
<td>IA</td>
<td>K-12 Strat I MD; K-12 Strat II MD. Multicategorical 6-12; BD K-6; Severe and Profound K-12; Special Education Consultant</td>
<td>Iowa Department of Education, Bureau of Student and Family Support Services (SPED) Instructional Content Resource Consultant and Alternate Assessment Consultant</td>
<td>Special Education and Art K-12</td>
<td>22 years varied experience</td>
<td>Caucasian</td>
<td>21-25</td>
<td>MED</td>
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<td>Name</td>
<td>State</td>
<td>Area of Certification</td>
<td>Current Assignment</td>
<td>Other Grades Taught</td>
<td>Special Population Experience</td>
<td>Ethnicity</td>
<td>Years of Experience</td>
<td>Highest Degree</td>
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<tr>
<td>Janice Tornow</td>
<td>WA</td>
<td>All areas including special education</td>
<td>Office of Superintendent of Public Instruction</td>
<td>Special Education K-12</td>
<td>5 year Special Ed Teacher and 26 years Special Education Administrator</td>
<td>Caucasian</td>
<td>30+</td>
<td>MED</td>
</tr>
<tr>
<td>Jane VanDeZande</td>
<td>MO</td>
<td>ELA and Special Education (handicapped learner)</td>
<td>Director of Assessment</td>
<td>5-8 (Speech and Language, handicapped learner-LD); 9-12 ELA and Social Studies 9-12</td>
<td>Chapter I Director math and reading</td>
<td>Irish American</td>
<td>16-20</td>
<td>Other Degree</td>
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<tr>
<td>Sara Vold</td>
<td>WI</td>
<td>No response</td>
<td>Special Education Cognitive Disabilities Teacher K-5</td>
<td>Special Education Cognitive Disabilities Teacher K-6</td>
<td>Autism, CD (mild and severe), EBD</td>
<td>Caucasian</td>
<td>1-5</td>
<td>BS</td>
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<tr>
<td>Ryan Webb</td>
<td>UT</td>
<td>English Language Arts, Spanish</td>
<td>8th grade Tier 2 ELA classroom, 8th and 9th grade Spanish 1 and 2</td>
<td>General Education Tier 2 Language Arts Students</td>
<td>Caucasian</td>
<td>6-10</td>
<td>MED</td>
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<tr>
<td>Neal Webster</td>
<td>NJ</td>
<td>Literacy Specialist</td>
<td>General Education and Special Populations</td>
<td>High School, and provide PD to K-8th grade teachers in Classroom instructional processes (IDEAL and LEADS)</td>
<td>As it applies to inclusion of all special populations during literacy block.</td>
<td>Multi Ethnic</td>
<td>11-15</td>
<td>MA</td>
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<tr>
<td>Joanne Winkelman</td>
<td>MI</td>
<td>Elementary and Special Education</td>
<td>State Agency</td>
<td>Middle and High School</td>
<td>20 years Special Education experience</td>
<td>Caucasian</td>
<td>20-25</td>
<td>PhD</td>
</tr>
<tr>
<td>Adam Wyse</td>
<td>MI</td>
<td>State Education Agency Assessment Participant</td>
<td>Psychometrician for Alternate Assessments</td>
<td>Grades 9-12 Mathematics</td>
<td>Taught SLD, El, Speech and Language, and Hearing Impaired Students</td>
<td>Caucasian</td>
<td>PhD</td>
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<tr>
<td>Tina Yurcho</td>
<td>NJ</td>
<td>No response</td>
<td>Special Education Supervisor</td>
<td>Special Education</td>
<td>infant through middle school. Multiply disabled population</td>
<td>Caucasian</td>
<td>26-30</td>
<td>MED</td>
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</table>