

# **ELA Support Guide**

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## Introduction to the ELA Support Guide

*The South Carolina Alternate Assessments (SC-Alt): English Language Arts Assessment and Instructional Support Guide* document was developed to provide guidance to teachers for including students with significant cognitive disabilities in challenging academic instruction. The South Carolina College- and Career-Ready Standards for English Language Arts have been prioritized for students participating in the alternate assessment. This prioritized content preserves the essence of the grade-level expectations while narrowing the depth and breadth of content that students with significant cognitive disabilities are exposed to during instruction and assessment. This support guide identifies prioritized content by grade level, core concept, and standard.

## What Are Prioritized Standards?

Prioritized standards are a subset of the South Carolina College- and Career-Ready Standards that are considered essential for all students to attain. This subset includes the standards that are assessed in the South Carolina statewide accountability assessments. The prioritized standards are intended to help teachers focus instruction on the important components and applications included in the South Carolina College- and Career-Ready Standards. The prioritized standards provide suggestions that are intended to help teachers make content accessible to students with a varying range of abilities within the classroom. The activities and adaptations included here serve as a model for how students participating in the SC-Alt ELA assessment may receive academic instruction in language arts while facilitating a connection to life skills.

## What's Included?

This guide includes the following sections:

- A list of the South Carolina College- and Career-Ready Standards has been prioritized for students with significant cognitive disabilities. The **Prioritized Standards** are presented in a matrix to show the continuum of the concepts across grade levels.
- An **Essential Knowledge** section provides a “big picture” description of the content. **Key vocabulary terms** are presented in bold print.
- An **Applications to Daily Tasks, Activities, Routines, or Life Experiences** section provides suggestions for tying academic instruction to functional skills.
- A **Resources** section lists materials that may be helpful in instruction. An additional list is provided in Appendix B with specific references and links to support material.
- A **Foundational Skills** section describes prerequisite skills to access the standards.
- A **Performance-Level Descriptor (PLD) Matrix** is provided in Appendix A and shows the range of access points to the Prioritized Standards. The PLDs should not be perceived as a linear progression; students may be stronger in one skill than another, so the matrix should be used as appropriate.

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# Grades 3–5

## Grades 3–5

### Strand: Inquiry-Based Literacy Standards (I)

Note: See Appendix A for Performance Level Descriptors.

	Grade 3	Grade 4	Grade 5
<b>SCCCR Prioritized Standard</b>	<p><b>I 13.2:</b> Organize and categorize important information into basic categories.</p> <p><b>I 14.1:</b> Draw simple conclusions based on relationships and patterns.</p>	<p><b>I 13.2:</b> Organize and categorize important information into basic categories.</p> <p><b>I 14.1:</b> Note patterns in research and draw logical conclusions based on those relationships.</p>	<p><b>I 13.2:</b> Organize and categorize important information into categories and sub-categories.</p> <p><b>I 14.1:</b> Note patterns in research and draw logical conclusions based on those relationships.</p>
<b>Essential Knowledge</b>	<p>Students need to be able to find information about various topics. They need to be able to tell what is relevant to a topic and how to organize the relevant information so that it is helpful to themselves and others.</p>	<p>Students need to be able to find information about various topics. They need to be able to tell what is relevant to a topic and how to organize the relevant information so that it is helpful to themselves and others. It is also important for students to be able to distill information to draw basic conclusions about it.</p>	<p>Students need to be able to find information about various topics. They need to be able to tell what is relevant to a topic and how to organize the relevant information so that it is helpful to themselves and others.</p>
<b>Applications to Daily Tasks, Activities, Routines, or Life Experiences</b>	<ul style="list-style-type: none"> <li>• Look at pictures/objects/tactile representations of two products and note what features are important/not important (e.g., Look at two bicycles; what is important: tires, seat, handlebars; not important: color, ...).</li> <li>• Look at packages of breakfast food and note characteristics (e.g., Does it need to be cooked or toasted? Does it require a bowl/spoon? Are other foods or liquids needed with it? Determine which one(s) might be easy to pack to take to school or on a picnic.).</li> <li>• Associate images with activities on a school schedule (e.g., paintbrush with art class; numbers with math class).</li> <li>• Connect people with specific activities (e.g., police officer with safety; students with learning).</li> <li>• Categorize activities (e.g., things to do in different types of weather; appropriate attire for different activities).</li> <li>• Draw conclusions based on items in a category (e.g., a set of clothes that includes a hat, mittens, and heavy jacket means they are worn in cold weather).</li> </ul>		

	<ul style="list-style-type: none"> <li>• Connect sources with different kinds of information (e.g., menu with food in a restaurant; dictionary with words; television with current news).</li> <li>• Classify food groups (e.g., vegetables/fruit/meat; fresh/preserved).</li> <li>• Note patterns and draw conclusions (e.g., look at school lunch menus for the month and conclude that pizza and salad is always a choice on Fridays).</li> <li>• Understand characteristics of food using various senses (e.g., touch, smell, etc.).</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Graphic organizers—Venn diagrams, story web, T-charts</li> <li>• Calendars/schedules</li> <li>• Task boxes</li> <li>• News-to-You (N2Y®) online newspaper</li> <li>• Unique Learning System (ULS®)</li> <li>• Picture symbol software (e.g., Boardmaker®, SymbolStix®, Smarty Symbols®, Lesson Pix®, etc.)</li> <li>• Attainment® curriculum, technology, and resources</li> <li>• Augmentative and alternative communication (AAC) devices (high- and/or low-tech)</li> </ul>
<b>Foundational Skills</b>	<ul style="list-style-type: none"> <li>• Vocabulary—receptive and expressive</li> <li>• Picture/object identification—verbal or non-verbal</li> <li>• Exploration of objects via various modalities</li> <li>• 1:1 (one-to-one) associations</li> <li>• Sensory awareness (e.g., establishing communication experiences between learners and adults, responding to environmental stimuli)</li> <li>• Recognition of cause-and-effect relationships (e.g., activate a switch to produce a stimuli/action)</li> <li>• Matching game</li> <li>• Anticipation of an activity: alert based upon an action (e.g., good morning song = hand clapping); environmental cues of routine tasks elicit a response</li> </ul>

**Grades 3–5**

**Strand: Reading – Literary Text (RL)**

Note: See Appendix A for Performance Level Descriptors.

	Grade 3	Grade 4	Grade 5
<b>SCCCR Prioritized Standard</b>	<p><b>RL 5.1:</b> Answer questions based on what is presented explicitly in a text; make simple inferences based on the text.</p> <p><b>RL 6.1:</b> Determine the theme (big idea) and recall key details that support the theme.</p> <p><b>RL 8.1:</b> Use text evidence to describe a character’s traits, motivations, or feelings and explain how their actions contribute to the development of the plot.</p> <p><b>RL 9.1:</b> Identify and explain how the author uses idioms, metaphor, or personification to shape meaning.</p> <p><b>RL 10.1:</b> Use paragraph-level context to determine meanings of words and phrases.</p>	<p><b>RL 5.1:</b> Answer simple inferential questions. Refer to details and examples within a text to support inferences.</p> <p><b>RL 6.1:</b> Determine a theme (big idea) within a text and identify key details that support the theme.</p> <p><b>RL 8.1:</b> Identify events or conflicts that result in character development in a narrative.</p> <p><b>RL 9.1:</b> Identify and explain how the author uses simple imagery, hyperbole, adages, or proverbs to shape meaning and tone.</p> <p><b>RL 10.1:</b> Use easily-located, explicitly-stated definitions, examples, and restatements of simple words and phrases.</p>	<p><b>RL 5.1:</b> Make simple inferences and draw simple conclusions.</p> <p><b>RL 6.1:</b> Identify the theme (big idea) or lesson in a story and identify details that support the theme or lesson.</p> <p><b>RL 8.1:</b> Identify how simple characters, events, or settings in a text affect the plot or story.</p> <p><b>RL 9.1:</b> Identify and explain how the author uses simple imagery, hyperbole, adages, or proverbs to shape meaning and tone.</p> <p><b>RL 10.1:</b> Use overall meaning of a text to identify meanings of a simple word or phrase.</p>
<b>Essential Knowledge</b>	When reading or listening to stories, poems, or plays, students need to understand the interplay of <b>characters, setting, and events</b> . They need a basic understanding that narratives are generally based on a <b>problem-solution</b> or chronological structure and that some language in the text is figurative rather than literal. They also need to understand	When reading or listening to stories, poems, or plays, students need to understand the interplay of <b>characters, setting, and events</b> . They need a basic understanding that narratives are generally based on a <b>problem-solution</b> or chronological structure and that some language in the text is figurative rather than literal. They also need to understand	When reading or listening to stories, poems, or plays, students need to understand the interplay of <b>characters, setting, and events</b> . They need a basic understanding that narratives are generally based on a <b>problem-solution</b> or chronological structure and that some language in the text is figurative rather than literal. They also need to understand



	the role that <b>illustrations</b> play in a narrative.	the role that <b>illustrations</b> play in a narrative.	the role that <b>illustrations</b> play in a narrative.
<b>Applications to Daily Tasks, Activities, Routines, or Life Experiences</b>	<ul style="list-style-type: none"> <li>• Use Photostory® app to create movies about books read (students can dress as characters in the story).</li> <li>• Use a popular story (e.g., <i>Brown Bear, Brown Bear, What Do You See?</i>) and make a book with personal experiences (e.g., Ms. Smith, Ms. Smith, what do you see?).</li> <li>• Perform step-based activities (e.g., schedule, recipe).</li> <li>• Write “All about Me” pages for characters in a story and for self.</li> <li>• Answer <i>who, what, when, and where</i> questions about an activity experienced in a class (e.g., art, music, gym).</li> <li>• Connect a person with a specific action or activity (e.g., teacher with school, PE teacher with ball).</li> <li>• Connect an action with a consequence (e.g., not wearing a jacket on a chilly day with feeling cold).</li> <li>• Connect words/symbols to specific activities or feelings (e.g., smile with happy, stop sign with intersection).</li> <li>• Connect parts with a larger idea (e.g., understand how a series of events makes up one story or experience).</li> <li>• Connect people a student knows with specific characteristics or traits (e.g., a person who pitches in as “helpful”; a person who disregards others as “selfish”).</li> <li>• Understand that we often use the same word in very different contexts (e.g., “bat” as a piece of equipment or action in baseball; “bat” as a winged mammal).</li> <li>• Understand narrative structure to relate a personal experience (e.g., tell about an experience sequentially, from beginning to end).</li> <li>• Understand how the place where one lives affects one’s life experiences (e.g., a person living in a tropical climate may not have a winter coat; a person living in a big city might never see apples growing on a tree).</li> <li>• Understand how different groups of words can convey the same meaning (e.g., Jess is pleased; Jess was like a kid in a candy shop; Jess was not unhappy).</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Unique Learning System (ULS®): create daily journal</li> <li>• Book report</li> <li>• Plot diagram—beginning, middle, end of story</li> <li>• Use of repeated story line</li> <li>• Adapted books (Attainment® curriculum, technology, and resources)</li> <li>• Augmentative and alternative communication (AAC) devices (high- and/or low-tech)</li> <li>• Picture symbol software (e.g., Boardmaker®, Symbol Stix®, Smarty Symbols®, Lesson Pix®, etc.)</li> </ul>		
<b>Foundational skills</b>	<ul style="list-style-type: none"> <li>• Identification of personal experiences within a routine, using concrete objects</li> <li>• Recognition of if-then and cause-and-effect relationships</li> <li>• Understanding the concepts of <i>first, next, last</i> in a sequence</li> <li>• Matching pictures, picture to object</li> </ul>		

**Grades 3–5**

**Strand: Reading – Informational Text (RI)**

Note: See Appendix A for Performance Level Descriptors.

	Grade 3	Grade 4	Grade 5
<b>SCCCR Prioritized Standard</b>	<p><b>RI 5.1:</b> Answer simple, literal questions to determine meaning.</p> <p><b>RI 6.1:</b> Summarize a simple paragraph using key details to support the central idea.</p> <p><b>RI 8.1:</b> Explain how the author uses words and phrases to inform, explain, or describe.</p> <p><b>RI 8.2:</b> Use charts and tables (e.g., menus, school schedules, etc.) to gain meaning and explain how these features contribute to a text.</p> <p><b>RI 9.1:</b> Use paragraph-level context to determine the meaning of words and phrases.</p> <p><b>RI 10.1:</b> Identify clearly stated author’s purpose and/or perspective.</p> <p><b>RI 11.1:</b> Identify simple problem and solution, description, and question-answer structures.</p>	<p><b>RI 5.1:</b> Answer simple inferential questions.</p> <p><b>RI 6.1:</b> Summarize multi-paragraph texts using key details to support the central idea.</p> <p><b>RI 8.1:</b> Identify how the author uses simple words and phrases to shape meaning.</p> <p><b>RI 8.2:</b> Identify basic text features (e.g., titles, numbered lists, illustrations) and explain how these features contribute to a text.</p> <p><b>RI 9.1:</b> Use definitions, examples, and restatements to determine the meaning of a word or phrase.</p> <p><b>RI 10.1:</b> Identify elements of simple primary and secondary accounts of the same event or topic.</p> <p><b>RI 11.1:</b> Identify simple text structures.</p>	<p><b>RI 5.1:</b> Identify basic meaning in a text.</p> <p><b>RI 6.1:</b> Summarize a text with two central ideas.</p> <p><b>RI 8.1:</b> Identify how the author uses simple words and phrases to shape meaning.</p> <p><b>RI 8.2:</b> Identify basic text features (e.g., headings, bullets, boldface words) and explain how these features contribute to a text.</p> <p><b>RI 9.1:</b> Use the overall meaning of a text to determine the meaning of a word or phrase.</p> <p><b>RI 10.1:</b> Identify elements of simple primary and secondary accounts of the same event or topic.</p> <p><b>RI 11.1:</b> Identify simple text features and structures.</p>
<b>Essential Knowledge</b>	<p>Reading for information is perhaps the most essential reading skill. It is important for students to understand what constitutes <b>fact</b>, whether particular facts are relevant to a topic, what <b>main ideas</b> are, how to present those main ideas succinctly (summarize), and whether the</p>	<p>Reading for information is perhaps the most essential reading skill. It is important for students to understand what constitutes <b>fact</b>, whether particular facts are relevant to a topic, what <b>main ideas</b> are, how to present those main ideas succinctly (summarize), and whether the</p>	<p>Reading for information is perhaps the most essential reading skill. It is important for students to understand what constitutes <b>fact</b>, whether particular facts are relevant to a topic, what main ideas are, how to present those <b>main ideas</b> succinctly (summarize), and whether the information is presented in</p>

	information is presented in text or some other form (e.g., <b>charts, maps, illustrations</b> ). Understanding the purpose of a text, the terms used in it, and the structures used to organize the information all contribute to a deeper understanding of the topic.	information is presented in text or some other form (e.g., <b>charts, maps, illustrations</b> ). Understanding the purpose of a text, the terms used in it, and the structures used to organize the information all contribute to a deeper understanding of the topic.	text or some other form (e.g., <b>charts, maps, illustrations</b> ). Understanding the purpose of a text, the terms used in it, and the structures used to organize the information all contribute to a deeper understanding of the topic.
<b>Applications to Daily Tasks, Activities, Routines, or Life Experiences</b>	<ul style="list-style-type: none"> <li>• Determine what is fact from what is imaginary (i.e., fiction/non-fiction).</li> <li>• Understand parts to a whole (e.g., individual steps in a process to complete an activity).</li> <li>• Select items from a menu.</li> <li>• Create a school schedule by pasting pictures of activities from each class onto a T-chart that shows the time for each activity.</li> <li>• Fill in details in a topic outline to plan an activity that happens as part of the school day.</li> <li>• Know that there are different ways to structure an outline or a report (e.g., chronological order; problem-solution; question-answer).</li> <li>• Understand how different words can convey the same meaning (e.g., pretty/beautiful; shout/yell; fix/repair).</li> <li>• Step-based activities (e.g., schedule, recipe): recognize how processes are similar (e.g., follow directions to make a cake; follow directions to complete an art project).</li> <li>• Recognize the difference in getting information from a primary source (e.g., teacher giving homework) and a secondary source (e.g., calling a friend to find out a homework assignment).</li> <li>• Use a Venn diagram to organize or summarize information (e.g., compare and contrast two field trips a class might take; compare two kinds of snacks to determine which package is healthier or a better bargain).</li> <li>• Use pictures to connect words with the way they are used (e.g., to drink slowly is to sip, but to drink quickly is to gulp; a situation that causes worry is a problem, but a very big problem could be a disaster).</li> <li>• Host a book-based scavenger hunt.</li> <li>• Add actions to words to elicit meaning/comprehension (e.g., red light for “stop”, green light for “go”).</li> <li>• Match captions with pictures.</li> <li>• Understand/differentiate between real images/stories and make-believe information.</li> <li>• Perform emoji matching (e.g., feeling to individual) for purpose of understanding author’s purpose.</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Calendar box</li> <li>• News-to-You (N2Y®) online newspaper</li> <li>• Unique Learning System (ULS®): create daily journal</li> </ul>		

	<ul style="list-style-type: none"> <li>• Book report</li> <li>• Plot diagram—beginning, middle, end of story</li> <li>• Use of repeated story line</li> <li>• Adapted books (Attainment® curriculum, technology, and resources)</li> <li>• Time line (e.g., add yearly events according to past, present, future)</li> <li>• Unit survey</li> <li>• CNN Student News</li> </ul>
<b>Foundational Skills</b>	<ul style="list-style-type: none"> <li>• Identification of personal experiences within a routine, using concrete objects</li> <li>• Recognition of if-then and cause-and-effect relationships</li> <li>• Understanding the concepts of <i>first</i>, <i>next</i>, <i>last</i> in a sequence</li> <li>• Matching objects to pictures</li> </ul>

**Grades 3–5**

**Strand: Writing (W)**

Note: See Appendix A for Performance Level Descriptors.

	Grade 3	Grade 4	Grade 5
<b>SCCCR Prioritized Standard</b>	<p><b>W 2.1a:</b> Organize information into appropriate sections.</p> <p><b>W 2.1b:</b> Use information from print and multimedia sources.</p> <p><b>W 2.1c:</b> Use formats and illustrations to aid comprehension.</p> <p><b>W 2.1d:</b> Include relevant details and examples.</p> <p><b>W 2.1g:</b> Use domain-specific vocabulary to present information.</p> <p><b>W 2.1i:</b> Provide a concluding statement.</p>	<p><b>W 2.1a:</b> Introduce a topic.</p> <p><b>W 2.1b:</b> Use information from print and multimedia sources.</p> <p><b>W 2.1c:</b> Organize information into appropriate sections.</p> <p><b>W 2.1d:</b> Use formats and illustrations to aid comprehension.</p> <p><b>W 2.1h:</b> Use words and phrases to link ideas and information.</p> <p><b>W 2.1i:</b> Use domain-specific vocabulary to present information.</p> <p><b>W 2.1k:</b> Provide a concluding statement.</p>	<p><b>W 2.1a:</b> Introduce a topic clearly.</p> <p><b>W 2.1b:</b> Gather information from multiple print and multimedia sources.</p> <p><b>W 2.1c:</b> Organize ideas, concepts, and information in a logical manner.</p> <p><b>W 2.1f:</b> Include graphics and multimedia to support the text.</p> <p><b>W 2.1g:</b> Include relevant details and examples.</p> <p><b>W 2.1j:</b> Use appropriate and varied transitions.</p> <p><b>W 2.1k:</b> Include domain-specific vocabulary.</p> <p><b>W 2.1m:</b> Provide a concluding statement.</p>
<b>Essential Knowledge</b>	<p>Conveying information in written form is an important mode of interpersonal communication in this age of technological interaction. Gathering information about a topic, determining whether the information is relevant, organizing it, and presenting it in a meaningful way are all important elements in conveying ideas and facts. Using appropriate terminology and presenting information in a variety of formats (e.g., text, pictures, etc.) adds to the clarity of the message.</p>	<p>Conveying information in written form is an important mode of interpersonal communication in this age of technological interaction. Gathering information about a topic, determining whether the information is relevant, organizing it, and presenting it in a meaningful way are all important elements in conveying ideas and facts. Using appropriate terminology and presenting information in a variety of formats (e.g., text, pictures, etc.) adds to the clarity of the message.</p>	<p>Conveying information in written form is an important mode of interpersonal communication in this age of technological interaction. Gathering information about a topic, determining whether the information is relevant, organizing it, and presenting it in a meaningful way are all important elements in conveying ideas and facts. Using appropriate terminology and presenting information in a variety of formats (text, pictures, etc.) adds to the clarity of the message.</p>

<b>Applications to Daily Tasks, Activities, Routines, or Life Experiences</b>	<ul style="list-style-type: none"> <li>• Relate a topic to an image (e.g., picture of a pool with people swimming).</li> <li>• Understand sequence and sequence words (e.g., in an everyday task, such as arriving at school, know what happens first; demonstrate what happens in the middle; explain what happens at the end).</li> <li>• Understand the concept of topic (e.g., choose a favorite activity to tell about).</li> <li>• Have a basic concept of getting information from source material (e.g., looking at a class roster and selecting own name).</li> <li>• Select a topic from the student’s experience and relate it to a set of details and discard those that are not relevant.</li> <li>• Review different source materials (e.g., books, websites, charts) to gather information to make a purchase (e.g., what is the best brand of sneakers for an activity?).</li> <li>• Use transition words to show how ideas are linked (e.g., “because,” “following,” “finally”).</li> <li>• Use domain-specific words appropriately (e.g., “trade” as one’s occupation vs. “trade” as an action like bartering; “plain” as ordinary vs. “plain” as landform).</li> <li>• Organize information to explain cause-and-effect relationships (e.g., Jack wants to see a movie; he does errands for a neighbor; he earns money for doing the errands; he can go to the movie).</li> <li>• Gather facts and make clear connections and distinctions among the facts to make a good decision (e.g., three brands of soap powder are on sale; all cost the same amount; one box contains two more ounces of soap than the other two).</li> <li>• Match a symbol to a holiday, event, or sport to produce a greeting card, poster, banner; associate ideas to create a list or story.</li> <li>• Make a classroom cookbook using pictures to represent recipes and ingredients (e.g., sandwich, ice cream, etc.).</li> <li>• Create a report using survival signs (e.g., railroad/train report).</li> <li>• Understand problem-solution relationships; present problem (problem—hole in cup) to demonstrate ways to resolve via multiple possibilities (solution—new cup, paper towels).</li> <li>• Make a daily journal using writing or picture symbols, word banks to represent activities, weather, special areas, etc.</li> <li>• Create lists of daily tasks.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Apps for sequencing events/ideas</li> <li>• Steps in a task analysis to complete an activity (e.g., making a sandwich), templates</li> <li>• Tactile representation of words</li> <li>• Color code by writing section (e.g., green—introduction, yellow—body, etc.)</li> <li>• Unique Learning System (ULS®): sentence sequencing activity (scrambled sentences)</li> <li>• Unique Learning System (ULS®): recipe and science experiment review report forms</li> <li>• Graphic organizers for report parts/details (e.g., concept web, retelling mat)</li> </ul>

**Foundational Skills**

- Use of schedules/routines
- Indication of preferences
- Identification of pictures and objects
- Use of senses to explore and respond to environment
- Understanding that they can communicate needs to others (e.g., if I cry, adults will react)
- Anticipation of an activity: alert based upon an action (e.g., good morning song = hand clapping); environmental cues of routine tasks elicit a response
- Symbolic representation—words and pictures correlate to meaning in text

# Grades 6–8



**Grades 6–8**

**Strand: Inquiry-Based Literacy Standards (I)**

Note: See Appendix A for Performance Level Descriptors.

	Grade 6	Grade 7	Grade 8												
<b>SCCCR Prioritized Standard</b>	<p><b>I 3.4:</b> Organize and categorize important information, revise ideas, and report relevant findings.</p> <p><b>I 4.1:</b> Demonstrate that relationships and patterns of evidence lead to logical conclusions.</p>	<p><b>I 3.4:</b> Organize and categorize important information, revise ideas, and report relevant findings.</p> <p><b>I 4.1:</b> Demonstrate that relationships and patterns of evidence lead to logical conclusions.</p>	<p><b>I 3.4:</b> Organize and categorize important information, revise ideas, and report relevant findings.</p> <p><b>I 4.1:</b> Demonstrate that relationships and patterns of evidence lead to logical conclusions.</p>												
<b>Essential Knowledge</b>	<p>Students need to be able to find information about various topics. They need to be able to tell what is relevant to a topic and how to organize the relevant information so that it is helpful to themselves and others.</p>	<p>Students need to be able to find information about various topics. They need to be able to tell what is relevant to a topic and how to organize the relevant information so that it is helpful to themselves and others.</p>	<p>Students need to be able to find information in a variety of sources about various topics. They need to be able to tell what is relevant to a topic and how to organize the relevant information so that it is helpful to themselves and others.</p>												
<b>Applications to Daily Tasks, Activities, Routines, or Life Experiences</b>	<ul style="list-style-type: none"> <li>Organize materials into sub-categories. For example, a sports team assistant might make a chart like this: <table border="1" data-bbox="892 898 1482 1081"> <thead> <tr> <th colspan="3">Team Equipment</th> </tr> <tr> <th>Game Balls</th> <th>Uniforms</th> <th>Other Equipment</th> </tr> </thead> <tbody> <tr> <td>New (4)</td> <td>Size medium (5)</td> <td>Bats (5)</td> </tr> <tr> <td>Used (6)</td> <td>Size large (7)</td> <td>Helmets (15)</td> </tr> </tbody> </table> </li> <li>Compare information across sources to decide which phone is best to buy (e.g., advertisements, product reviews, expert advice).</li> <li>Find information in a science text to complete an assignment.</li> <li>Explore school and community jobs, and determine relevant skills and tools needed to perform each.</li> <li>Locate information in a variety of sources for a variety of reasons. <ul style="list-style-type: none"> <li>Internet: <ul style="list-style-type: none"> <li>Look up movie schedules to find the time a particular movie is playing.</li> <li>Look up historical facts to complete a report on the American Revolutionary War.</li> </ul> </li> <li>Textbooks:</li> </ul> </li> </ul>			Team Equipment			Game Balls	Uniforms	Other Equipment	New (4)	Size medium (5)	Bats (5)	Used (6)	Size large (7)	Helmets (15)
Team Equipment															
Game Balls	Uniforms	Other Equipment													
New (4)	Size medium (5)	Bats (5)													
Used (6)	Size large (7)	Helmets (15)													

	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ Use the index in a literary anthology to locate works by a particular author.</li> </ul> </li> <li>○ Ads/Sales Flyers: <ul style="list-style-type: none"> <li>▪ Compare sale prices for the same product at different stores.</li> </ul> </li> <li>○ Professional Publications (hard copy or on the Internet): <ul style="list-style-type: none"> <li>▪ Check <i>National Geographic</i> for updated information about endangered species.</li> <li>▪ Check the NASA website for new discoveries in space.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Use grocery store skills (e.g., which foods can be found in each aisle at the grocery store?).</li> <li>• Sort coupons to location where the product is used in the house.</li> <li>• Community signs: Understand that there are different signs for the same message (e.g., stop sign, red light, hand up; crosswalk, walk, don't walk).</li> <li>• Sort coupons, containers, etc., to determine during which meal the food would be served.</li> <li>• Identify types of restaurants: fast food vs. sit-down.</li> <li>• Match community services to job, need, tools (e.g., From which store would you buy shoes? Who helps you if your water pipes are broken? Who do you go to if you are very sick?).</li> <li>• Create a shopping list for a recipe.</li> <li>• Read News-to-You (N2Y®) online newspaper to learn about current events and related activities.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Augmentative and alternative communication (AAC) devices (high- and/or low-tech)</li> <li>• Local restaurants</li> <li>• Local newspaper</li> <li>• Unique Learning System (ULS®): make shopping lists</li> <li>• Internet for pictures, coupons, ads</li> <li>• Picture symbol software (e.g., Boardmaker®, Symbol Stix®, Smarty Symbols®, Lesson Pix®, etc.)</li> <li>• News-to-You (N2Y®) online newspaper</li> <li>• Attainment® curriculum, technology, and resources</li> </ul>
<b>Foundational Skills</b>	<ul style="list-style-type: none"> <li>• Picture/object identification</li> <li>• Sensory awareness (e.g., establishing communication experiences between learners and adults, responding to environmental stimuli)</li> <li>• Matching same</li> <li>• Vocabulary, receptive and expressive</li> <li>• 1:1 (one-to-one) associations</li> <li>• Exploration of objects via various modalities</li> <li>• Symbolic awareness</li> </ul>

- Recognition of cause-and-effect relationships

**Grades 6–8**

**Strand: Reading – Literary Text (RL)**

Note: See Appendix A for Performance Level Descriptors.

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>SCCCR Prioritized Standard</b>	<p><b>RL 5.1:</b> Answer questions about information stated in a text; use information in the text to draw conclusions and make inferences.</p> <p><b>RL 6.1:</b> Determine a theme of a text and provide a summary statement.</p> <p><b>RL 8.1:</b> Determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot, setting, and characters.</p> <p><b>RL 9.1:</b> Determine the figurative meaning of simple words and phrases as they are used in text.</p> <p><b>RL 10.1:</b> Use context clues to determine meanings of words and phrases.</p>	<p><b>RL 5.1:</b> Answer questions about information stated in the text; use information in the text to draw conclusions and make inferences.</p> <p><b>RL 6.1:</b> Determine a theme of a text and provide a summary statement.</p> <p><b>RL 8.1:</b> Determine how setting shapes the characters and/or plot and how particular elements of a narrative, poem, or drama interact; understand how context influences plot, setting, and characters.</p> <p><b>RL 9.1:</b> Determine the figurative meaning of simple words and phrases as they are used in a text; recognize rhyme used in poetry.</p> <p><b>RL 10.1:</b> Use context clues to determine meanings of words and phrases, including those with multiple meanings.</p>	<p><b>RL 5.1:</b> Answer questions about information stated in a text; use information in the text to draw conclusions and make inferences.</p> <p><b>RL 6.1:</b> Determine one or more themes and provide a basic summary of a text.</p> <p><b>RL 8.1:</b> Determine how setting shapes the characters and/or plot and how particular elements of a narrative, poem, or drama interact; understand how context influences plot, setting, and characters.</p> <p><b>RL 9.1:</b> Determine the figurative <b>meanings (idioms and similes)</b> and connotative meanings of words and phrases as they are used in a text.</p> <p><b>RL 10.1:</b> Use context clues to determine meanings of words and phrases, including words with multiple meanings.</p>
<b>Essential Knowledge</b>	When reading or listening to stories, poems, or plays, students need to understand the interplay of characters, setting, and events. They need a basic understanding that narratives are generally based on a problem-solution or chronological	When reading or listening to stories, poems, or plays, students need to understand the interplay of characters, setting, and events. They need a basic understanding that narratives are generally based on a problem-solution or chronological	When reading or listening to stories, poems, or plays, students need to understand the interplay of characters, setting, and events. They need a basic understanding that narratives are generally based on a problem-solution or chronological

	<p>structure and that some language in the text is figurative rather than literal. They also need to understand the roles that setting and illustrations play in a narrative.</p>	<p>structure and that some language in the text is figurative rather than literal. They also need to understand the role that illustrations play in a narrative. Students also need to be able to recount a narrative succinctly, explaining how a character's traits and motivations affect plot and relate to overall theme.</p>	<p>structure and that some language in the text is figurative rather than literal. They also need to understand the role that illustrations play in a narrative. Students also need to be able to recount a narrative succinctly, explaining how a character's traits and motivations affect plot and relate to overall theme.</p>
<p><b>Applications to Daily Tasks, Activities, Routines, or Life Experiences</b></p>	<ul style="list-style-type: none"> <li>• Understand setting in terms of time as well as place (e.g., understand that events that happened in the 1800s would not include technology like computers or cell phones). Create a story map and paste pictures of objects and actions that are relevant to the setting (e.g., past/present sorting activities).</li> <li>• Use virtual field trips for students to visualize past/present, settings, and multiple modality input.</li> <li>• Understand connotation and tone in spoken language (e.g., know when an adult is joking or scolding; musical tones/phrases that convey emotion; utilize facial emotion cards/emojis; color code words within text to indicate emotion: red = angry, yellow = happy [textures can also be utilized]).</li> <li>• Connect the meaning of similes to pictures of students in the classroom (e.g., student smiling to “happy as a lark;” student working quietly to “quiet as a mouse”).</li> <li>• Understand what motivates a character (e.g., good intentions, greed, selfishness, generosity, etc.).</li> <li>• Understand connotation (e.g., when similar-meaning words have a positive or negative connotation: thrifty/miserly; fragrant/smelly; bold/reckless).</li> <li>• Explain the effect of an idiom or simile (e.g., “raining cats and dogs” is a very picturesque and entertaining way to describe a torrential downpour; “a smile as big as the sky” to describe a friend’s wide grin infers great happiness). Both expressions can be used to describe events in a student’s life in interesting language.</li> <li>• Show how a theme (e.g., “Be careful what you wish for”) is carried out in a story (e.g., “The Midas Touch”) and explain the lesson for one’s own life.</li> <li>• Behavior charts, social stories, and other emotional reaction to daily activities</li> <li>• Unique Learning System (ULS®): life skills application lesson “Dealing with Feelings” lesson of the month</li> </ul>		
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Augmentative and alternative communication (AAC) devices (high- and/or low-tech)</li> <li>• Internet for virtual field trips</li> <li>• Unique Learning System (ULS®)</li> <li>• Picture symbol software (e.g., Boardmaker®, Symbol Stix®, Smarty Symbols®, Lesson Pix®, etc.)</li> </ul>		

	<ul style="list-style-type: none"> <li>• News-to-You (N2Y®) online newspaper</li> <li>• Attainment® curriculum, technology, and resources</li> <li>• Reading A-Z® curriculum, technology, and resources</li> </ul>
<b>Foundational Skills</b>	<ul style="list-style-type: none"> <li>• Picture/object identification</li> <li>• Sensory awareness (e.g., establishing communication experiences between learners and adults, responding to environmental stimuli)</li> <li>• Matching game</li> <li>• Vocabulary—receptive and expressive</li> <li>• 1:1 (one-to-one) associations</li> <li>• Exploration of objects via various modalities</li> <li>• Symbolic awareness</li> <li>• Recognition of cause-and-effect and if-then relationships</li> <li>• Identification of personal experiences within a routine, using concrete objects</li> </ul>

**Grade 6–8**

**Strand: Reading – Informational Text (RI)**

Note: See Appendix A for Performance Level Descriptors.

	Grade 6	Grade 7	Grade 8
<b>SCCCR Prioritized Standard</b>	<p><b>RI 5.1:</b> Cite textual evidence to support analysis of what the text says explicitly.</p> <p><b>RI 6.1:</b> Summarize a text with two or more central ideas.</p> <p><b>RI 8.1:</b> Determine figurative, connotative, or technical meanings of words or phrases in a text.</p> <p><b>RI 8.2:</b> Identify basic text features (e.g., headings, bullets, boldface words, table of contents).</p> <p><b>RI 9.1:</b> Use the overall meaning of a text to determine the meaning of a word or phrase.</p> <p><b>RI 10.1:</b> Use two accounts of the same event or topic to note important similarities and differences in the perspective presented.</p> <p><b>RI 11.1:</b> Identify simple text features and structures.</p>	<p><b>RI 5.1:</b> Answer questions about information stated in a text; use information in the text to draw conclusions and make several inferences.</p> <p><b>RI 6.1:</b> Summarize a text with multiple key ideas.</p> <p><b>RI 8.1:</b> Determine the meaning of figurative, connotative, or technical language in a text.</p> <p><b>RI 8.2:</b> Determine the text features and structures that an author uses.</p> <p><b>RI 10.1:</b> Determine an author’s perspective or purpose in one or more texts.</p> <p><b>RI 11.1:</b> Identify basic text features and structures and note their effect.</p>	<p><b>RI 5.1:</b> Cite evidence to support basic analysis of what the text says explicitly.</p> <p><b>RI 6.1:</b> Identify central ideas and show how they support the topic of the text.</p> <p><b>RI 8.1:</b> Determine the meaning of figurative, connotative, or technical words and phrases in a text.</p> <p><b>RI 8.2:</b> Analyze text features and structures that authors use and explain how these features contribute to understanding the text.</p> <p><b>RI 10.1:</b> Determine an author’s perspective or purpose in one or more texts.</p> <p><b>RI 11.1:</b> Identify basic text features and structures and note their effect.</p>
<b>Essential Knowledge</b>	<p>Reading for information is perhaps the most essential reading skill. It is important for students to understand what constitutes fact, whether particular facts are relevant to a topic, what main ideas are, how to present those main ideas succinctly (summarize), and whether</p>	<p>Reading for information is perhaps the most essential reading skill. It is important for students to understand what constitutes fact, whether particular facts are relevant to a topic, what main ideas are, how to present those main ideas succinctly (summarize), and whether the</p>	<p>Reading for information is perhaps the most essential reading skill. It is important for students to understand what constitutes fact, whether particular facts are relevant to a topic, what main ideas are, how to present those main ideas succinctly (summarize), and whether the</p>

	<p>the information is presented in text or some other form (e.g., charts, maps, illustrations). Understanding the purpose of a text, the terms used in it, and the structures used to organize the information all contribute to a deeper understanding of the topic.</p>	<p>information is presented in text or some other form (e.g., charts, maps, illustrations). Understanding the purpose of a text, the terms used in it, and the structures used to organize the information all contribute to a deeper understanding of the topic. Students also need to understand the difference between an author’s perspective and the purpose of a text.</p>	<p>information is presented in text or some other form (e.g., charts, maps, illustrations). Understanding the purpose of a text, the terms used in it, and the structures used to organize the information all contribute to a deeper understanding of the topic. Students also need to understand the difference between an author’s perspective and the purpose of a text.</p>								
<p><b>Applications to Daily Tasks, Activities, Routines, or Life Experiences</b></p>	<ul style="list-style-type: none"> <li>• Find information in a science text to complete an assignment: <ul style="list-style-type: none"> <li>○ Locate the topic in the table of contents.</li> <li>○ Locate the appropriate chapter.</li> <li>○ Use boldface headings to find the topic.</li> </ul> </li> <li>• Describe a difference of opinion between two friends (e.g., Ken and Jaye both like math class, but Ken likes math class because the teacher allows students to start their homework at the end of class; Jaye likes math class because the teacher explains every concept very clearly and gives lots of examples).</li> <li>• Use a template to summarize a plan for completing several activities on the same day: <table border="1" data-bbox="709 873 1663 1023" style="margin-left: 40px;"> <thead> <tr> <th style="text-align: center;">Morning: Chores</th> <th style="text-align: center;">Afternoon: To the Mall</th> </tr> </thead> <tbody> <tr> <td>Make bed</td> <td>Be ready on time</td> </tr> <tr> <td>Put clothes away</td> <td>Ride to the mall with friend’s parent</td> </tr> <tr> <td>Empty trash</td> <td>Shop for new shoes</td> </tr> </tbody> </table> </li> <li>• Use appropriate graphic organizers to present information (e.g., flow charts to create a summary; Venn diagrams to compare and contrast; feature analysis charts to identify variations in events or ideas within a text).</li> <li>• Distinguish between an author’s perspective and purpose (e.g., in a text whose purpose is to analyze forms of energy, it becomes clear that the author’s perspective is that solar energy is superior to the use of fossil fuels).</li> <li>• In a newspaper editorial, show how the editor provides support for the perspective presented in the editorial (e.g., regarding discussions about where to build a new school, list the positive aspects presented for the site the editor advocates and the negative aspects presented for other proposed sites).</li> <li>• Note words that are used to connote positive or negative impressions (e.g., generous, sympathetic, honest, sarcastic, harsh, corrupt).</li> </ul>			Morning: Chores	Afternoon: To the Mall	Make bed	Be ready on time	Put clothes away	Ride to the mall with friend’s parent	Empty trash	Shop for new shoes
Morning: Chores	Afternoon: To the Mall										
Make bed	Be ready on time										
Put clothes away	Ride to the mall with friend’s parent										
Empty trash	Shop for new shoes										



	<ul style="list-style-type: none"> <li>• Explain how a footnote/symbol provides additional information (e.g., symbols on a menu to indicate a dish that is gluten-free or dairy-free).</li> <li>• Use weather charts (i.e., chart weather for a week and note relationships between weather features).</li> <li>• Use surveys and charts (i.e., survey opinions on likes/dislikes, types of pets, favorite foods, ULS unit topics).</li> <li>• Sequence daily activities and create instructions to complete an activity (e.g., steps to make a sandwich, wash hands, put together a flashlight, follow the daily schedule)</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Augmentative and alternative communication (AAC) devices (high- and/or low-tech)</li> <li>• Internet</li> <li>• Unique Learning System (ULS®) library</li> <li>• Picture symbol software (e.g., Boardmaker®, Symbol Stix®, Smarty Symbols®, Lesson Pix®, etc.)</li> <li>• News-to-You (N2Y®) online newspaper</li> <li>• Attainment® curriculum, technology, and resources</li> <li>• Reading A-Z® curriculum, technology, and resources</li> </ul>
<b>Foundational Skills</b>	<ul style="list-style-type: none"> <li>• Picture/object identification</li> <li>• Sensory awareness (e.g., establishing communication experiences between learners and adults, responding to environmental stimuli)</li> <li>• Matching object to picture</li> <li>• Vocabulary, receptive and expressive</li> <li>• 1:1 (one-to-one) associations</li> <li>• Exploration of objects via various modalities</li> <li>• Symbolic awareness</li> <li>• Recognition of cause-and-effect and if-then relationships</li> <li>• Identification of personal experiences within a routine, use concrete objects</li> <li>• Understanding the concepts of <i>first</i>, <i>next</i>, <i>last</i> in a sequence</li> </ul>

**Grades 6–8**

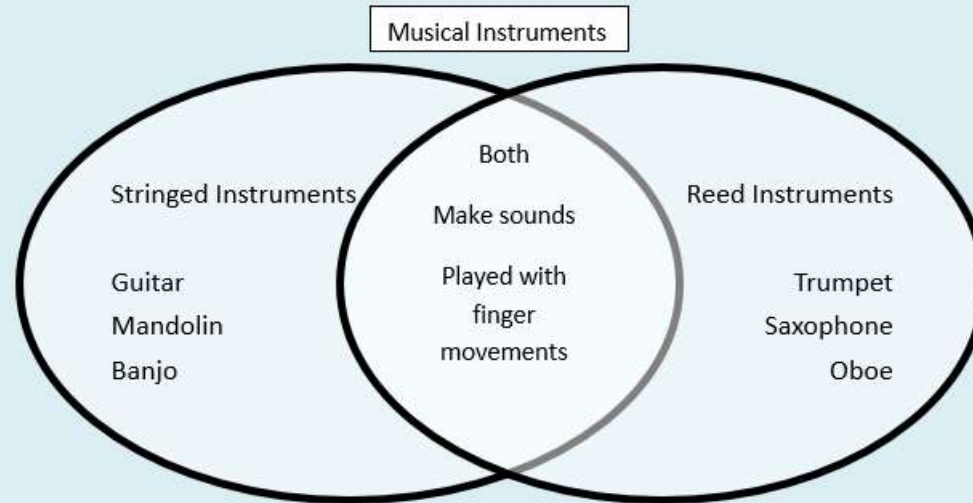
**Strand: Writing (W)**

Note: See Appendix A for Performance Level Descriptors.

	Grade 6	Grade 7	Grade 8
<b>SCCCR Prioritized Standard</b>	<p><b>W 2.1a:</b> Introduce a focused topic.</p> <p><b>W 2.1b:</b> Use relevant information from multiple print and multimedia sources.</p> <p><b>W 2.1c:</b> Use structures to organize ideas, concepts, and information.</p> <p><b>W 2.1e:</b> Include graphics and multimedia to aid comprehension.</p> <p><b>W 2.1f:</b> Develop the topic with relevant facts, concrete details, or other information and examples.</p> <p><b>W 2.1j:</b> Use appropriate transitions.</p> <p><b>W 2.1k:</b> Use domain-specific vocabulary.</p> <p><b>W 2.1m:</b> Provide a concluding statement.</p>	<p><b>W 2.1a:</b> Introduce a topic.</p> <p><b>W 2.1b:</b> Gather information from multiple print and multimedia sources.</p> <p><b>W 2.1c:</b> Organize ideas, concepts, and information in a logical manner.</p> <p><b>W 2.1e:</b> Include graphics and multimedia to support the text.</p> <p><b>W 2.1f:</b> Include relevant details and examples.</p> <p><b>W 2.1j:</b> Use appropriate and varied transitions.</p> <p><b>W 2.1k:</b> Include domain-specific vocabulary.</p> <p><b>W 2.1m:</b> Provide a concluding statement.</p>	<p><b>W 2.1a:</b> Introduce a topic.</p> <p><b>W 2.1b:</b> Use relevant information from multiple print and multimedia sources.</p> <p><b>W 2.1c:</b> Organize ideas, concepts, and information to make connections and distinctions.</p> <p><b>W 2.1e:</b> Include graphics and multimedia to aid comprehension as needed.</p> <p><b>W 2.1f:</b> Develop the topic with well-chosen, relevant, and sufficient facts, concrete details, and examples.</p> <p><b>W 2.1i:</b> Use appropriate transitions.</p> <p><b>W 2.1j:</b> Use domain-specific vocabulary.</p> <p><b>W 2.1l:</b> Provide a concluding statement or section.</p>
<b>Essential Knowledge</b>	<p>Conveying information in written form is an important mode of interpersonal communication in this age of technological interaction. Gathering information about a topic, determining whether the information is relevant, organizing it, and presenting it in a meaningful way are all important elements in conveying ideas and facts. Using appropriate terminology and presenting information in a variety of formats</p>	<p>Conveying information in written form is an important mode of interpersonal communication in this age of technological interaction. Gathering information about a topic, determining whether the information is relevant, organizing it, and presenting it in a meaningful way are all important elements in conveying ideas and facts. Using appropriate terminology and presenting information in a variety of formats (e.g., text, pictures, etc.) adds</p>	<p>Conveying information in written form is an important mode of interpersonal communication in this age of technological interaction. Gathering information about a topic, determining whether the information is relevant, organizing it, and presenting it in a meaningful way are all important elements in conveying ideas and facts. Using appropriate terminology, providing relevant quotations from sources, and presenting information in</p>

	(e.g., text, pictures, etc.) adds to the clarity of the message, as does a clear introduction and conclusion.	to the clarity of the message, as does a clear introduction and conclusion.	a variety of formats (e.g., text, pictures, etc.) adds to the clarity of the message, as does a clear introduction and conclusion.					
<b>Applications to Daily Tasks, Activities, Routines, or Life Experiences</b>	<ul style="list-style-type: none"> <li>Organize facts into a template like a timeline to show a progression of development (i.e., example here is of personal growth; could also be used for events like an accident report; photos of student growth; birthday timeline for the class; life cycles charts):</li> </ul> <p style="text-align: center;">       &lt; <u>2006</u>                      <u>2011</u>                      <u>2013</u>                      <u>2016</u>                      <u>2018</u>                      &gt;     </p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="text-align: center; padding: 5px;">Kory is born</td> <td style="text-align: center; padding: 5px;">Kory begins taking gymnastics</td> <td style="text-align: center; padding: 5px;">first gymnastics meet</td> <td style="text-align: center; padding: 5px;">first blue ribbon</td> <td style="text-align: center; padding: 5px;">selected for all-state gymnastics team</td> </tr> </table> <ul style="list-style-type: none"> <li>Use information from a template to compose a report (i.e., write an autobiography based on the time line above).</li> <li>Make daily journals using symbols or objects.</li> <li>Use symbols or objects to sequence familiar events (e.g., field trip, daily schedule, routine activity).</li> <li>Use pictures or symbols to create greeting cards, banners, and/or stories.</li> <li>Relate picture symbols to holidays, events, and/or activities.</li> <li>Use precise language to convey one’s thoughts (e.g., the differences between being upset, angry, or outraged).</li> <li>Use extended definitions to explain terms (e.g., “mistake” as “doing something wrong” vs. “mistake” as “to make a wrong judgment or misunderstand an action”).</li> <li>Provide concrete examples to clarify a point (e.g., writing a letter of complaint about a defective product: “These boots are advertised as waterproof, yet the first time I wore them on a slushy day, they filled with water, soaking my socks and my feet to the ankles.”).</li> <li>Use a variety of graphic organizers to present information to enhance a written report.</li> </ul>			Kory is born	Kory begins taking gymnastics	first gymnastics meet	first blue ribbon	selected for all-state gymnastics team
Kory is born	Kory begins taking gymnastics	first gymnastics meet	first blue ribbon	selected for all-state gymnastics team				

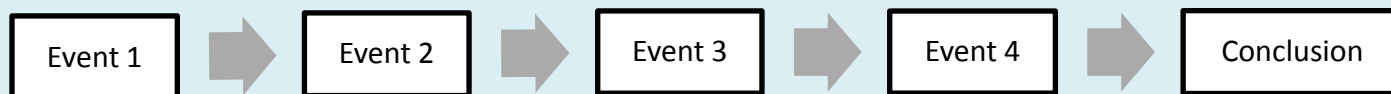
- Venn diagrams when comparing two items or ideas:



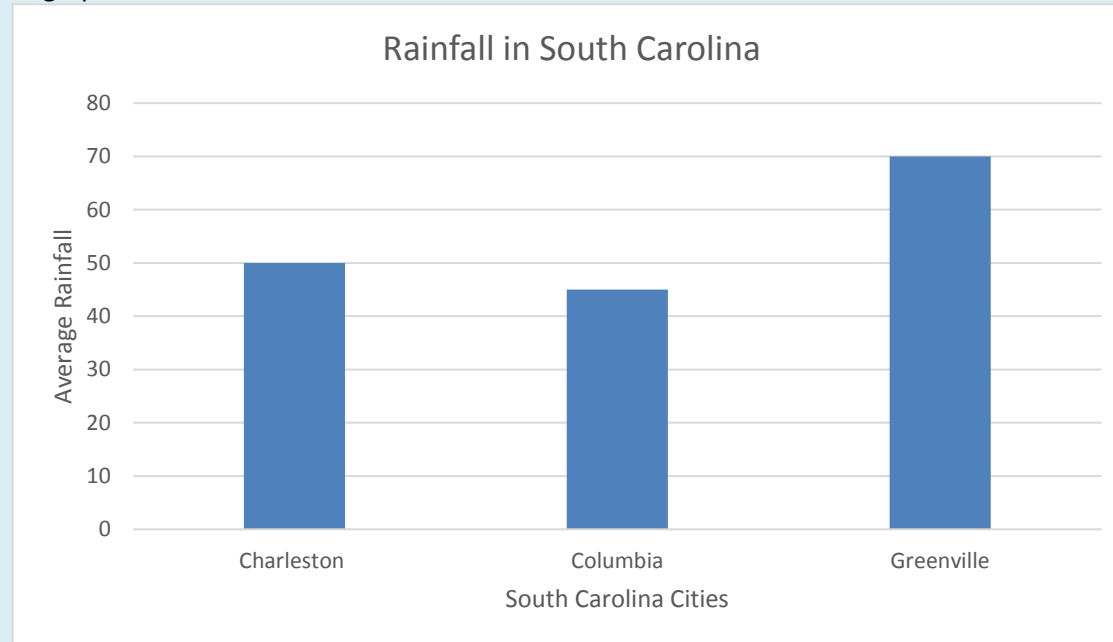
- Feature analysis charts to compare and contrast several things:

State	Borders ocean	Has mountains	Borders Mississippi River	Sparse population
South Carolina	+	+	-	-
Louisiana	-	-	+	-
California	+	+	-	-
Wyoming	-	+	-	+

- Flow charts for chronological summaries:



- Use extended definitions to explain terms (e.g., “mistake” as “doing something wrong” vs. “mistake” as “to make a wrong judgment or misunderstand an action”).
- Provide concrete examples to clarify a point (e.g., writing a letter of complaint about a defective product: “These boots are advertised as waterproof, yet the first time I wore them on a slushy day, they filled with water, soaking my socks and my feet to the ankles.”).
- Create graphs and tables to summarize information:



- Relate a topic to an image.
- Organize information to represent cause-and-effect relationships.
- Create a report using community/safety signs.
- Create a class scrapbook/blog.
- Write captions for pictures.
- Create predictable cart stories.
- Read and write poetry.
- Write modified stories or essays using sentence starters or writing frames, pictures, or word banks.
- Share or publish writings for the class or school.

<b>Resources</b>	<ul style="list-style-type: none"> <li>• Make posters to support school-wide events (e.g., food drives, box-top collections, programs).</li> <li>• Graphic organizers (e.g., Unique Learning System retelling mats, concept webs)</li> <li>• Augmentative and alternative communication (AAC) devices (high- and/or low-tech)</li> <li>• Internet</li> <li>• Unique Learning System (ULS®), such as scrambled sentences activity or recipe and science experiment reports</li> <li>• Picture symbol software (e.g., Boardmaker®, Symbol Stix®, Smarty Symbols®, Lesson Pix®, etc.)</li> <li>• News-to-You (N2Y®) online newspaper</li> <li>• Attainment® curriculum, technology, and resources</li> <li>• Reading A-Z® curriculum, technology, and resources</li> <li>• Tactile representations of objects</li> <li>• Steps and task analysis to complete an activity</li> <li>• Apps for sequencing events</li> <li>• Color-coded sections for writing (green = beginning, yellow = middle, red = ending)</li> </ul>
<b>Foundational Skills</b>	<ul style="list-style-type: none"> <li>• Picture/object identification</li> <li>• Sensory awareness (e.g., establishing communication experiences between learners and adults, responding to environmental stimuli)</li> <li>• Matching object to picture</li> <li>• Vocabulary, receptive and expressive</li> <li>• 1:1 (one-to-one) associations</li> <li>• Exploration of objects via various modalities</li> <li>• Symbolic awareness/representation</li> <li>• Recognition of cause-and-effect and if-then relationships</li> <li>• Identification of personal experiences within a routine; use concrete objects</li> <li>• Understanding the concepts of <i>first</i>, <i>next</i>, <i>last</i> in a sequence</li> <li>• Indication of preferences</li> <li>• Use of senses to explore the environment</li> <li>• Understanding that they can communicate needs to others</li> <li>• Participation in schedules and routines</li> <li>• Anticipation of an activity: alert based upon an action (e.g., good morning song = hand clapping); environmental cues of routine tasks elicit a response</li> </ul>

# High School

## High School

### Strand: Inquiry-Based Literacy Standards (I)

Note: See Appendix A for Performance Level Descriptors.

High School	
<b>SCCCR Prioritized Standard</b>	<p><b>I 3.4:</b> Organize and categorize important information; use relevant ideas to communicate new learning; ask questions to gather additional information.</p> <p><b>I 4.1:</b> Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.</p>
<b>Essential Knowledge</b>	Students need to be able to find information about various topics. They need to be able to tell what is relevant to a topic and how to organize the relevant information so that it is helpful to themselves and others.
<b>Applications to Daily Tasks, Activities, Routines, or Life Experiences</b>	<ul style="list-style-type: none"> <li>• Locate information in a variety of sources for a variety of reasons:               <ul style="list-style-type: none"> <li>○ Internet:                   <ul style="list-style-type: none"> <li>▪ Look up bus or subway schedules to plan a trip to a particular event.</li> <li>▪ Look up sports facts to find out about a team’s chances of winning a game.</li> </ul> </li> <li>○ Textbooks:                   <ul style="list-style-type: none"> <li>▪ Use the index to find a table that reports precipitation records in different locations.</li> </ul> </li> <li>○ Ads/sales flyers:                   <ul style="list-style-type: none"> <li>▪ Compare sale prices for the same product at different stores.</li> <li>▪ Compute prices when using coupons.</li> <li>▪ Use grocery ads to make a grocery list</li> <li>▪ Match advertisements to stores in a mall</li> </ul> </li> <li>○ Professional publications (hard copy or on the Internet):                   <ul style="list-style-type: none"> <li>▪ Check <i>Consumer Reports</i> for information about best buys for warm jackets.</li> <li>▪ Use a food pyramid to select healthy food items.</li> </ul> </li> </ul> </li> <li>• Understand pet/animal care—what is needed to care for a pet?</li> <li>• Read laundry labels and care instructions. Determine appropriate products for use for specific jobs (e.g., detergent pods for dishwasher or washing machine).</li> <li>• Selects appropriate cleaning materials to clean cafeteria tables.</li> <li>• Explore careers—what skills are needed? How much does it pay? Where is work performed (inside vs. outside)? Work alone or as a team? How much training is involved? Are there volunteer opportunities?</li> <li>• Selects job information from job fair; follows picture/word duty schedule</li> <li>• Practice independent living skills, such as learning about housing costs, budgets, and transportation options.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Menus</li> </ul>



	<ul style="list-style-type: none"> <li>• Movie/concert schedules</li> <li>• Bus schedules</li> <li>• Sports rosters and game schedules</li> <li>• Weather reports</li> <li>• Manuals and pamphlets, tourist brochures</li> <li>• Recipes</li> <li>• Grocery/retail store ads and maps</li> <li>• News-to-You (N2Y®) online newspaper</li> <li>• South Carolina Career Information System (SCCIS): career information and videos</li> <li>• Personal preferences inventories</li> </ul>
<b>Foundational Skills</b>	<ul style="list-style-type: none"> <li>• Following steps in a sequence to complete a daily living task</li> <li>• Understanding of if-then and cause-and-effect relationships</li> <li>• Understanding the concepts of <i>first</i>, <i>next</i>, <i>last</i> in a sequence</li> <li>• Matching objects to pictures and/or words (concrete to symbolic)</li> <li>• Use of picture symbols with resources as appropriate for student access and communication needs</li> </ul>

## High School

### Strand: Reading – Literary Text (RL)

Note: See Appendix A for Performance Level Descriptors.

High School	
<b>SCCCR Prioritized Standard</b>	<p><b>RL 5.1:</b> Answer questions about information stated in a text; use information in the text to draw conclusions and make inferences.</p> <p><b>RL 6.1:</b> Determine themes or central ideas of a text and provide detailed summaries of a text.</p> <p><b>RL 8.1:</b> Determine how characters or a series of ideas or events is introduced, connected, and developed within a particular story, poem, or drama.</p> <p><b>RL 9.1:</b> Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.</p> <p><b>RL 10.1:</b> Use context clues to determine meanings of words and phrases, including words with multiple meanings.</p> <p><b>RL 12.1:</b> Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text.</p>
<b>Essential Knowledge</b>	<p>When reading or listening to stories, poems, or plays, students need to understand the interplay of characters, setting, and events. They need a basic understanding that narratives are generally based on a problem-solution or chronological structure and that some language in the text is figurative rather than literal. They also need to understand the role that illustrations play in a narrative. Students also need to be able to recount a narrative succinctly, explaining how a character’s traits and motivations affect plot and relate to overall theme. At a deeper level, students need to see parallels between the fictional narratives they read and their own lives or the lives of others. Students are able to understand how the author uses text to evoke feelings (e.g. suspense, excitement, sadness).</p>
<b>Applications to Daily Tasks, Activities, Routines, or Life Experiences</b>	<ul style="list-style-type: none"><li>• Explain how characters in a narrative help one another to achieve their goals; draw parallels between interactions of characters and one’s own personal interactions.</li><li>• Understand the impact of word choice, including poetry and fiction (e.g., the repetition of words for emphasis and rhythm; music and media adaptations; illustrations).</li><li>• Understand how the same word carries different meaning depending on the context (e.g., “Kate is a <i>sweet</i> girl.” “That soda is very <i>sweet</i>.” “How do you like my <i>sweet</i> new ride?”).</li><li>• Understand terminology used in advertisements or on products (e.g., real, natural, improved, low-fat, healthy).</li><li>• Produce adapted plays within the class or for performance/attend live performances of plays, following instruction/study of the material being presented.</li></ul>

	<ul style="list-style-type: none"> <li>• Attend special movie showings; follow up with News-to-You (N2Y®) movie reviews and activities.</li> <li>• Relate characters and traits to individuals the student knows. Relate recent events/conflicts/experiences the students have had in their personal/school life.</li> <li>• Link aspects of a book to daily life skills (e.g., <i>Romeo and Juliet</i> = dinner scene/manners, build a family tree; adapted versions of books like <i>Macbeth</i>, <i>The Outsiders</i>, <i>Number the Stars</i>, and other age-appropriate texts).</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• News-to-You (N2Y®) online newspaper</li> <li>• Attainment® curriculum, technology, and resources (Teaching to Standards, English Language Arts)</li> <li>• Tar Heel Reader</li> <li>• Local theaters</li> <li>• Internet</li> <li>• Newspaper advertisements</li> <li>• ACC (low and high tech)</li> <li>• Adapted literature</li> </ul>
<b>Foundational Skills</b>	<ul style="list-style-type: none"> <li>• Understanding of if-then and cause-and-effect relationships</li> <li>• Understanding the concepts of <i>first</i>, <i>next</i>, <i>last</i> in a sequence</li> <li>• Matching objects to pictures and/or words (concrete to symbolic)</li> <li>• Use of picture symbols with resources as appropriate for student access and communication needs</li> </ul>

## High School

### Strand: Reading – Informational Text (RI)

Note: See Appendix A for Performance Level Descriptors.

<b>SCCCR Prioritized Standard</b>	<p><b>RI 5.1:</b> Make multiple inferences and cite evidence from a text to support those inferences.</p> <p><b>RI 6.1:</b> Identify the topic and support it with central ideas and details.</p> <p><b>RI 8.1:</b> Determine figurative, connotative, or technical meanings of words and phrases.</p> <p><b>RI 8.2:</b> Determine how an author uses text features and structures to shape meaning and tone.</p> <p><b>RI 10.1:</b> Identify clearly stated author’s purpose and/or perspective.</p> <p><b>RI 11.1:</b> Explain how the author’s ideas or claims are supported using text features and structures.</p>
<b>Essential Knowledge</b>	<p>Reading for information is perhaps the most essential reading skill. It is important for students to understand what constitutes fact, whether particular facts are relevant to a topic, what main ideas are, how to present those main ideas succinctly (summarize), and whether the information is presented in text or some other form (e.g., charts, maps, illustrations). Understanding the purpose of a text, the terms used in it, and the structures used to organize the information all contribute to a deeper understanding of the topic.</p>
<b>Applications to Daily Tasks, Activities, Routines, or Life Experiences</b>	<ul style="list-style-type: none"><li>• Understand technical terms used in instructional manuals for common appliances (e.g., instructions for setting an alarm clock: “to set the time manually...,” “to deactivate the alarm...,” “to install the battery...”).</li><li>• Note words and phrases that are used to persuade a reader that a claim is valid (e.g., “experts agree that...,” “the results of most experiments show that...,” “in all cases...,” “the experienced user knows...”).</li><li>• Note words and phrases used to suggest negative perspectives/opinions (e.g., “rarely successful,” “poorly constructed,” “uninformed,” “weak excuses,” “inferior”).</li><li>• Find information in a science text to complete an assignment:<ul style="list-style-type: none"><li>○ Locate the topic in the table of contents.</li><li>○ Locate the appropriate chapter.</li><li>○ Use boldface headings to find the topic.</li></ul></li><li>• Use appropriate graphic organizers to present information (e.g., flow charts to create a summary; Venn diagrams to compare and contrast; feature analysis charts to identify variations in events or ideas).</li><li>• Distinguish between an author’s perspective and purpose (e.g., in a text whose purpose is to analyze forms of energy, it becomes clear that the author’s perspective is that solar energy is superior to the use of fossil fuels).</li><li>• In a newspaper editorial, show how the editor provides support for the perspective presented in the editorial (e.g., regarding discussions about where to build a new school, list the positive aspects presented for the site the editor advocates and the negative aspects presented for other proposed sites).</li></ul>

	<ul style="list-style-type: none"> <li>• Explain how a footnote/symbol provides additional information (e.g., symbols on a menu to indicate a dish that is gluten-free or dairy-free).</li> <li>• Identify safety signs on equipment (e.g., fire extinguisher—ABC codes).</li> <li>• Identify information on food products, including expiration dates, steps for use, nutritional information, storage requirements (e.g., compare for healthy choices vs. unhealthy).</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Menus</li> <li>• Movie/concert schedules</li> <li>• Bus schedules</li> <li>• Sports rosters and game schedules</li> <li>• Online blogs related to topics of interest</li> <li>• Song lyrics (as appropriate)</li> <li>• Weather reports</li> <li>• Manuals and pamphlets, tourist brochures</li> <li>• Recipes</li> <li>• Grocery/retail store ads and maps</li> <li>• News-to-You (N2Y®) newspaper for current events</li> <li>• Graphic organizers</li> <li>• Augmentative and alternative communication (AAC) devices (high- and/or low-tech)</li> <li>• Picture symbol software (Boardmaker®, Symbol Stix®, Smarty Symbols®, Lesson Pix®, etc.)</li> <li>• Unique Learning System (ULS®) library</li> <li>• Internet</li> <li>• Attainment® curriculum, technology, and resources</li> </ul>
<b>Foundational Skills</b>	<ul style="list-style-type: none"> <li>• Following steps in a sequence to complete a daily living task</li> <li>• Understanding of if-then and cause-and-effect relationships</li> <li>• Understanding the concepts of <i>first</i>, <i>next</i>, <i>last</i> in a sequence</li> <li>• Matching objects to pictures and/or words (concrete to symbolic)</li> <li>• Developing vocabulary (receptive and expressive)</li> <li>• Use of picture symbols with resources as appropriate for student access and communication needs</li> </ul>

## High School

### Strand: Writing (W)

Note: See Appendix A for Performance Level Descriptors.

High School	
<b>SCCCR Prioritized Standard</b>	<p><b>W 2.1a:</b> Introduce a topic.</p> <p><b>W 2.1b:</b> Use relevant information from multiple print and multimedia sources.</p> <p><b>W 2.1c:</b> Organize ideas, concepts, and information to make connections and distinctions.</p> <p><b>W 2.1e:</b> Include graphics and multimedia to aid comprehension as needed.</p> <p><b>W 2.1f:</b> Develop the topic with well-chosen, relevant, and sufficient facts, concrete details, and examples.</p> <p><b>W 2.1i:</b> Use appropriate transitions.</p> <p><b>W 2.1j:</b> Use domain-specific vocabulary.</p> <p><b>W 2.1l:</b> Provide a concluding statement or section.</p>
<b>Essential Knowledge</b>	<p>Conveying information in written form is an important mode of interpersonal communication in this age of technological interaction. Gathering well-researched information about a topic, determining whether the information is relevant, organizing it, and presenting it in a meaningful way are all important elements in conveying ideas and facts. Using appropriate terminology, definitions, and examples, providing relevant quotations from sources, and presenting information in a variety of formats (e.g., text, pictures, etc.) adds to the clarity of the message, as does writing a clear introduction and conclusion.</p>
<b>Applications to Daily Tasks, Activities, Routines, or Life Experiences</b>	<ul style="list-style-type: none"><li>• Use precise language to convey one’s thoughts (e.g., the differences between being upset, angry, or outraged).</li><li>• Use extended definitions to explain terms (e.g., “mistake” as “doing something wrong” vs. “mistake” as “to make a wrong judgment or misunderstand an action”).</li><li>• Provide concrete examples to clarify a point (e.g., writing a letter of complaint about a defective product: “These boots are advertised as waterproof, yet the first time I wore them on a slushy day, they filled with water, soaking my socks and my feet to the ankles.”).</li><li>• Use magazines for sources of illustration in writing support.</li><li>• Relate a topic to an image.</li><li>• Organize information to represent cause-and-effect relationships.</li><li>• Create a report using community/safety signs.</li><li>• Create a class scrapbook/blog.</li><li>• Write captions for pictures.</li><li>• Create predictable chart stories.</li><li>• Read and write poetry.</li></ul>

	<ul style="list-style-type: none"> <li>• Write modified stories or essays using sentence starters or writing frames, pictures, or word banks.</li> <li>• Share or publish writings for the class or school.</li> <li>• Make posters to support school-wide events (e.g., food drives, box-top collections, programs).</li> <li>• Create menus, posters, advertisements for an in-school business (e.g., coffee shop; snack bar; holiday store; school supply store; janitorial support service; shredding/office support service).</li> <li>• Conduct, participate, and/or evaluate surveys (utilize picture choice or augmentative communication device as needed).</li> <li>• Complete preference surveys (i.e., utilize picture choice as needed).</li> <li>• Complete applications (i.e., utilize picture choice as needed).</li> <li>• Presents a book report using augmentative communication device.</li> <li>• Compose mails or texts: friends, family, or pen-pal.</li> <li>• Participate in mock or school election by marking ballot or using augmentative communication device.</li> <li>• Make lists of supplies needed for activity, recipe, supply-replenishing.</li> <li>• Uses signature stamp to sign where needed.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Attainment® curriculum, technology, and resources (e.g., Access Language Arts: WRITE Curriculum; Explore Your Community)</li> <li>• Magazines</li> <li>• Internet</li> <li>• Unique Learning System (ULS®) (i.e., journals and writing lessons)</li> <li>• Augmentative and alternative communication (AAC) devices (high- and/or low-tech)</li> <li>• Tactile representations of objects</li> <li>• Steps and task analysis to complete an activity</li> <li>• Apps for sequencing events</li> <li>• Picture symbol software (e.g., Boardmaker®, Symbol Stix®, Smarty Symbols®, Lesson Pix®, etc.)</li> <li>• Graphic organizers (e.g., Unique Learning System retelling mats, concept webs)</li> </ul>
<b>Foundational Skills</b>	<ul style="list-style-type: none"> <li>• Following steps in a sequence to complete a daily living task</li> <li>• Understanding of if-then and cause-and-effect relationships</li> <li>• Understanding the concepts of <i>first</i>, <i>next</i>, <i>last</i> in a sequence</li> <li>• Matching objects to pictures and/or words (i.e., concrete to symbolic)</li> <li>• Use of picture symbols with resources as appropriate for student access and communication needs</li> <li>• Indication of preferences</li> <li>• Understanding that they can communicate needs to others</li> </ul>

# Appendix A



## Grade 3

SCCCR Prioritized Standard	Level 4: Exceeds Standard	Level 3: Meets Standard	Level 2: Emerging	Level 1: Foundational
Inquiry-Based Literacy Standards (I)				
<b>I 3.2:</b> Organize and categorize important information into basic categories.	Can organize and categorize important information and report relevant findings.	Can organize and categorize important information into basic categories.	Can identify similarities or differences in objects, pictures, or stories.	Can identify characteristics of objects, pictures, or stories.
<b>I 4.1:</b> Draw simple conclusions based on relationships and patterns.	Can describe relationships and patterns of information from several sources and draw logical conclusions from the patterns.	Can compare information in several sources on the same topic, find logical connections, and draw a conclusion.	Can determine how information on the same topic is similar in two sources.	Can connect a person to an event or idea.
Reading – Literary Text (RL)				
<b>RL 5.1:</b> Answer questions based on what is presented explicitly in a text; make simple inferences based on the text.	Can answer inferential questions and refer to details and examples that support the inferences and conclusions.	Can answer questions about information stated in text; can use information in the text to draw conclusions and make simple inferences.	Can answer questions about what is stated explicitly in text (e.g., who, what, when, where).	Can identify the explicitly-stated actions of characters in a story.
<b>RL 6.1:</b> Determine the theme (big idea) and recall key details that support the theme.	Can determine a theme and provide a basic summary of a story.	Can recognize a simple theme in a story.	Can recognize important events in a story.	Can understand the concept of plot (e.g., that stories are about characters and what they do).
<b>RL 8.1:</b> Use text evidence to describe a character’s traits, motivations, or feelings, and explain how their actions contribute to the development of the plot.	Can explain how a character’s feelings, traits, and motivations contribute to the development of the plot.	Can describe a character’s feelings, traits, and motivations in a story.	Can identify interactions between main characters and/or events in a story.	Can recognize characters and events in a story.
<b>RL 9.1:</b> Identify and explain how the author uses idioms,	Can explain how an author uses idioms, metaphor, or	Can identify the meaning of common idioms, metaphor,	Can recognize and understand common, simple imagery in stories.	Can recognize that pictures can represent words.

metaphor, or personification to shape meaning.	personification to add meaning in a story.	or personification to shape meaning.		
<b>RI 10.1:</b> Use paragraph-level context to determine meanings of words and phrases.	Can explain the meanings of words based on their use in a paragraph.	Can use context clues within a paragraph to determine meanings of words and phrases.	Can identify meanings of words that are clearly defined within a story.	Can match a word to a corresponding object or picture.
<b>Reading – Informational Text (RI)</b>				
<b>RI 5.1:</b> Answer simple, literal questions to determine meaning.	Can quote segments from a text to demonstrate literal understanding of informational texts.	Can answer questions about information stated in a text and use information in the text to connect facts in the text.	Can connect facts to information stated explicitly in a text (e.g., who, what, when, where).	Can identify facts stated explicitly in a text.
<b>RI 6.1:</b> Summarize a simple paragraph using key details to support the central idea.	Can summarize a text using key details to support the central idea.	Can identify the main idea in a text and connect it to supporting details.	Can identify a main idea.	Can recognize details as part of a larger topic.
<b>RI 8.1:</b> Explain how the author uses words and phrases to inform, explain, or describe.	Can explain how an author’s choice of words and phrases enhances meaning.	Can identify real-life connections between words and their use.	Can recognize the meaning of words that are defined explicitly in a text.	Can match a word to a corresponding object or picture.
<b>RI 8.2:</b> Use charts and tables (e.g., menus, school schedules, etc.) to gain meaning and explain how these features contribute to a text.	Can identify information found in a map or timeline and explain how it contributes to the meaning of the text.	Can identify information found in a chart or table and explain how it contributes to the meaning of the text.	Can identify information found in a simple chart or table.	Can match information in a chart or table.
<b>RI 9.1:</b> Use paragraph-level context to determine the meaning of words and phrases.	Can explain the meanings of words based on their use in a paragraph.	Can use context clues within a paragraph to determine meanings of words and phrases.	Can identify meanings of words that are clearly defined within a story.	Can match a word to a corresponding object or picture.
<b>RI 10.1:</b> Identify clearly stated author’s purpose and/or perspective.	Can identify a clearly stated author’s purpose and/or perspective.	Can identify an author’s purpose in a specific section of a text.	Can determine the general purpose of a text (e.g., to inform, to entertain).	Can determine if a text is factual.

<b>RI 11.1:</b> Identify simple problem and solution, description, and question-answer structures.	Can use text structure (e.g., problem-solution, question-answer, sequence) to locate information.	Can identify the type of text structure (e.g., problem-solution, question-answer, description) an author uses.	Can recognize text structure when presented in a graphic organizer.	Can understand the concept of text structure (i.e., that it has a beginning, middle, and end).
<b>Writing (W)</b>				
<b>W 2.1a:</b> Organize information into appropriate sections.	Can organize information into appropriate paragraphs (4–5 paragraphs).	Can organize information (1–2 paragraph sections) in a logical manner.	Can organize information (3 or more facts) chronologically.	Can sequence two facts in order using words or pictures.
<b>W 2.1b:</b> Use information from print and multimedia sources.	Can use relevant information from multiple print and multimedia sources to share information.	Can select information from print and multimedia sources.	Can select a relevant fact from one source.	Can determine if text is factual.
<b>W 2.1c:</b> Use formats and illustrations to aid comprehension.	Can format graphics and text to support the key ideas in a logical manner.	Can include graphics and multimedia to support main ideas.	Can select several graphics that relate to a topic.	Can select an image that is related to a topic.
<b>W 2.1d:</b> Include relevant details and examples.	Can write an informative text that introduces the topic, develops main ideas supported by facts and details, and includes a concluding statement.	Can write about a specific topic using facts and details to describe the topic.	Can select a topic and share some facts about it.	Can select an object related to a topic.
<b>W 2.1g:</b> Use domain-specific vocabulary to present information.	Can use precise language and domain-specific vocabulary to inform or explain a topic.	Can include domain-specific vocabulary to explain or inform a topic.	Can recognize domain-specific terms that relate to a specific topic.	Can recognize/identify words that relate to a topic.
<b>W 2.1i:</b> Provide a concluding statement.	Can write an informative text that introduces the topic, develops main ideas supported by facts and details, and includes a concluding statement.	Can write about a specific topic using facts and details to describe the topic.	Can select a topic and share some facts about it.	Can select an object related to a topic.

## Grade 4

SCCCR Prioritized Standard	Level 4: Exceeds Standard	Level 3: Meets Standard	Level 2: Emerging	Level 1: Foundational
Inquiry-Based Literacy Standards (I)				
<b>I 3.2:</b> Organize and categorize important information into basic categories.	Can organize and categorize important information and report relevant findings.	Can organize and categorize important information into basic categories.	Can identify similarities or differences in objects, pictures, or stories.	Can identify characteristics of objects, pictures, or stories.
<b>I 4.1:</b> Note patterns in research and draw logical conclusions based on those relationships.	Can describe relationships and patterns of information from several sources and draw logical conclusions from the patterns.	Can compare information in several sources on the same topic, find logical connections, and draw a conclusion.	Can determine how information on the same topic is similar in two sources.	Can connect a person to an event or idea.
Reading – Literary Text (RL)				
<b>RL 5.1:</b> Answer simple inferential questions. Refer to details and examples within a text to support inferences.	Can answer inferential questions and refer to details and examples that support the inferences and conclusions.	Can answer questions about information stated in a text; can use information in the text to draw conclusions and make simple inferences.	Can answer questions about what is stated explicitly in a text (e.g., who, what, when, where).	Can identify the explicitly-stated actions of characters in a story.
<b>RL 6.1:</b> Determine a theme (big idea) within a text and identify key details that support the theme.	Can determine a theme and provide a basic summary of a story.	Can recognize a simple theme in a story.	Can recognize important events in a story.	Can understand the concept of plot (e.g., that stories are about characters and what they do).
<b>RL 8.1:</b> Identify events or conflicts that result in character development in a narrative.	Can explain how conflict or context shapes the characters and/or plot in a story.	Can describe how events are used to develop characters in a story.	Can identify interactions between main characters and/or events in a story.	Can recognize characters and events in a story.
<b>RL 9.1:</b> Identify and explain how the author uses simple imagery, hyperbole, adages, or proverbs to shape meaning and tone.	Can explain how an author uses imagery, hyperbole, adages, or proverbs to shape meaning.	Can identify the meaning of simple imagery, hyperbole (e.g., “as big as a house”), common proverbs, or adages.	Can recognize and understand common simple imagery in stories.	Can recognize that pictures can represent words.

<b>RI 10.1:</b> Use easily-located, explicitly-stated definitions, examples, and restatements of simple words and phrases.	Can use context clues to determine meanings of words and phrases.	Can use context clues to determine meanings of words and phrases, including those with multiple meanings.	Can identify real-life connections between words and their use.	Can match a word to a corresponding object or picture.
<b>Reading – Informational Text (RI)</b>				
<b>RI 5.1:</b> Answer simple inferential questions.	Can quote segments from a text to demonstrate both literal and inferential levels of understanding.	Can answer questions about information stated in a text and use information in the text to draw conclusions and make simple inferences.	Can connect facts to information stated explicitly in a text (e.g., who, what, when, where).	Can identify facts stated explicitly in a text.
<b>RI 6.1:</b> Summarize multi-paragraph texts using key details to support the central idea.	Can identify two main ideas in a text and describe the details that support them.	Can identify the main idea in a text and connect it to supporting details.	Can identify a main idea.	Can recognize details as part of a larger topic.
<b>RI 8.1:</b> Identify how the author uses simple words and phrases to shape meaning.	Can explain how an author's choice of words and phrases enhances meaning.	Can identify real-life connections between words and their use.	Can recognize the meaning of words that are defined explicitly in text.	Can match a word to a corresponding object or picture.
<b>RI 8.2:</b> Identify basic text features (e.g., titles, numbered lists, illustrations) and explain how these features contribute to a text.	Can describe the relationships between text features and explain how they contribute to the meaning of the text.	Can identify text features and describe how they contribute to the meaning of the text.	Can describe the text features and structures that an author uses.	Can identify basic text features (e.g., title, author, illustrations, pages).
<b>RI 9.1:</b> Use definitions, examples, and restatements to determine the meaning of a word or phrase.	Can use definitions, examples, and restatements to determine the meaning of a word or phrase.	Can identify real-life connections between words and their use.	Can recognize the meaning of words that are defined explicitly in the text.	Can match a word to a corresponding object or picture.
<b>RI 10.1:</b> Identify elements of simple primary and secondary accounts of the same event or topic.	Can describe similarities and differences in accounts of the same event or topic.	Can compare accounts of the same topic or event.	Can identify similarities and differences in two similar activities or events.	Can recognize two similar processes (e.g., washing dishes, washing clothes).

<b>RI 11.1:</b> Identify simple text structures.	Can identify the type of text structure (e.g., problem-solution, question-answer, sequence) an author uses and explain how it contributes to meaning.	Can identify the type of text structure (e.g., problem-solution, question-answer, sequence) an author uses.	Can identify basic text features and structures within a text.	Can recognize different types of informational text (e.g., school schedules, charts, lists).
<b>Writing (W)</b>				
<b>W 2.1a:</b> Introduce a topic.	Can write an informative text that introduces the topic, develops main ideas supported by facts and details, and includes a concluding statement.	Can write about a specific topic using facts and details to describe the topic.	Can select a topic to share.	Can select an object related to a topic.
<b>W 2.1b:</b> Use information from print and multimedia sources.	Can use relevant information from multiple print and multimedia sources to share information.	Can select information from print and multimedia sources.	Can select a relevant fact from one source.	Can determine if a text is factual.
<b>W 2.1c:</b> Organize information into appropriate sections.	Can organize information into appropriate paragraphs.	Can organize information in a logical manner.	Can organize information chronologically.	Can sequence two facts in order.
<b>W 2.1d:</b> Use formats and illustrations to aid comprehension.	Can format graphics and text to support key ideas in a logical manner.	Can include graphics and multimedia to support main ideas.	Can select several graphics that relate to a topic.	Can select an image that is related to a topic.
<b>W 2.1h:</b> Use words and phrases to link ideas and information.	Can use transitional words to link ideas in a text.	Can use appropriate and varied transitions.	Can select appropriate transition words (e.g., “first,” “next,” “last”).	Can understand the concepts of beginning, middle, and end.
<b>W 2.1i:</b> Use domain-specific vocabulary to present information.	Can use precise language and domain-specific vocabulary to inform or explain.	Can include domain-specific vocabulary to explain a topic.	Can recognize domain-specific terms that relate to a specific topic.	Can recognize words related to a topic.

<b>W 2.1k:</b> Provide a concluding statement.	Can write an informative text that introduces the topic, develops main ideas supported by facts and details, and includes a concluding statement.	Can write about a specific topic using facts and details to describe the topic.	Can select a topic to share.	Can select an object related to a topic.
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## Grade 5

SCCR Prioritized Standard	Level 4: Exceeds Standard	Level 3: Meets Standard	Level 2: Emerging	Level 1: Foundational
Inquiry-Based Literacy Standards (I)				
<b>I 3.2:</b> Organize and categorize important information into categories and sub-categories.	Can organize and categorize important information into categories and sub-categories and report relevant findings.	Can organize and categorize important information and report relevant findings.	Can identify similarities or differences in objects, pictures, or stories.	Can identify characteristics of objects, pictures, or stories.
<b>I 4.1:</b> Note patterns in research and draw logical conclusions based on those relationships.	Can compare information in several sources on the same topic and find a logical conclusion.	Can demonstrate that relationships and patterns of evidence lead to logical conclusions.	Can determine how information on the same topic is similar in two sources.	Can connect a person to an event or idea.
Reading – Literary Text (RL)				
<b>RL 5.1:</b> Make simple inferences and draw simple conclusions.	Can cite several examples of textual evidence to support what the text says explicitly as well as draw conclusions from events and actions in the text.	Can answer questions about information stated in a text; can use information in the text to draw conclusions and make simple inferences.	Can answer questions about what is stated explicitly in a text (e.g., who, what, when, where).	Can identify the explicitly-stated actions of characters in a story.
<b>RL 6.1:</b> Identify the theme (big idea) or lesson in a story and identify details that support the theme or lesson.	Can determine a theme and provide a summary of the narrative.	Can determine a theme of a text and provide a summary statement.	Can recognize a central idea in a narrative.	Can understand the concept of plot (e.g., that stories are composed of a series of actions).
<b>RL 8.1:</b> Identify how simple characters, events, or settings in a text affect the plot or story.	Can analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact.	Can describe how setting affects the characters and/or plot; can describe how an event helps shape the plot.	Can identify interactions between main characters, events, and/or settings.	Can recognize characters, events, or settings from a narrative.



<b>RL 9.1:</b> Identify and explain how the author uses simple imagery, hyperbole, adages, or proverbs to shape meaning and tone.	Can determine the figurative and connotative meaning of words and phrases as they are used in a text; and can analyze the impact of rhymes and other repetitions of sounds.	Can recognize familiar similes (e.g., “as brave as a lion”).	Can determine the figurative meaning of simple words and phrases as they are used in a text.	Can recognize simple connotation in a text (e.g., an adult scolding a child vs. an adult praising a child).
<b>RL 10.1:</b> Use the overall meaning of a text to identify meanings of a simple word or phrase.	Can use context clues to determine meanings of words and phrases.	Can use context clues to determine meanings of words and phrases, including those with multiple meanings.	Can identify real-life connections between words and their use.	Can match a word to a corresponding object or picture.
<b>Reading – Informational Text (RI)</b>				
<b>RI 5.1:</b> Identify basic meaning in a text.	Can quote segments from a text to demonstrate both literal and inferential levels of understanding.	Can answer questions about information stated in a text and use information in the text to draw conclusions and make simple inferences.	Can connect facts to information stated explicitly in a text (e.g., who, what, when, where).	Can identify facts stated explicitly in a text.
<b>RI 6.1:</b> Summarize a text with two central ideas.	Can cite key supporting details and summarize a text with two or more central ideas.	Can identify two main ideas in a text and the details that support them.	Can identify a main idea.	Can recognize details as part of a larger topic.
<b>RI 8.1:</b> Identify how the author uses simple words and phrases to shape meaning.	Can explain how an author’s choice of words and phrases enhances meaning.	Can identify real-life connections between words and their use.	Can recognize the meaning of words that are defined explicitly in a text.	Can match a word to a corresponding object or picture.
<b>RI 8.2:</b> Identify basic text features (e.g., headings, bullets, boldface words) and explain how these features contribute to a text.	Can use text features to gather information about a topic from several sources.	Can identify the text features that occur in two texts on the same topic.	Can describe the text features and structures that an author uses.	Can identify basic text features (e.g., title, author, illustrations, page numbers).

<b>RI 9.1:</b> Use the overall meaning of a text to determine the meaning of a word or phrase.	Can use context clues to determine meanings of words and phrases, including those with multiple meanings.	Can identify real-life connections between words and their use.	Can recognize the meaning of words that are defined explicitly in a text.	Can match a word to a corresponding object or picture.
<b>RI 10.1:</b> Identify elements of simple primary and secondary accounts of the same event or topic.	Can explain why the same event can be interpreted differently by two people.	Can explain how accounts of the same event or topic are different in two texts.	Can identify similarities and differences in two similar activities or events.	Can recognize two similar events (e.g., playing a game, playing a sport).
<b>RI 11.1:</b> Identify simple text features and structures.	Can use text structures across multiple texts to locate information and gain meaning.	Can identify the type of text structure (e.g., comparison-contrast, question-answer, sequence) an author uses.	Can identify basic text features and structures within a text.	Can recognize different types of informational text (e.g., school schedules, menus, number lines).
<b>Writing (W)</b>				
<b>W 2.1a:</b> Introduce a topic clearly.	Can write informative/explanatory texts that introduce a topic clearly, provide relevant facts and details, and include a concluding statement.	Can write informative/explanatory texts that introduce a topic, provide a general observation, and include a concluding statement.	Can note relationships among facts and details, people, or events.	Can recognize people, events, or details related to a topic.
<b>W 2.1b:</b> Gather information from multiple print and multimedia sources.	Can use relevant information from multiple print and multimedia sources to share information.	Can select information from print and multimedia sources.	Can select a relevant fact from one source.	Can determine if a text is factual.
<b>W 2.1c:</b> Organize ideas, concepts, and information in a logical manner.	Can make clear connections and distinctions among the facts presented.	Can organize information in a logical manner.	Can organize information chronologically.	Can sequence two facts in order.
<b>W 2.1f:</b> Include graphics and multimedia to support the text.	Can format graphics and text to support the key ideas in a logical manner.	Can include graphics and multimedia to support main ideas.	Can select several graphics that relate to a topic.	Can select an image that is related to a topic.

<b>W 2.1g:</b> Include relevant details and examples.	Can develop the topic with relevant facts, concrete details, and other information.	Can include relevant details and examples.	Can select details that relate to a topic.	Can match a detail from a source to the topic.
<b>W 2.1j:</b> Use appropriate and varied transitions.	Can use transitional words to link ideas in a text.	Can use appropriate and varied transitions.	Can select appropriate transition words (e.g., “now,” “later”).	Can understand the concepts of <i>first</i> , <i>next</i> , and <i>last</i> .
<b>W 2.1k:</b> Include domain-specific vocabulary.	Can use precise language and domain-specific vocabulary to inform or explain.	Can include domain-specific vocabulary to explain a topic.	Can recognize domain-specific terms that relate to a specific topic.	Can recognize words related to a topic.
<b>W 2.1m:</b> Provide a concluding statement.	Can write informative/explanatory texts that introduce a topic clearly, provide relevant facts and details, and include a concluding statement.	Can write informative/explanatory texts that introduce a topic, provide a general observation, and include a concluding statement.	Can note relationships among facts and details, people, or events.	Can recognize people, events, or details related to a topic.

## Grade 6

SCCR Prioritized Standard	Level 4: Exceeds Standard	Level 3: Meets Standard	Level 2: Emerging	Level 1: Foundational
Inquiry-Based Literacy Standards (I)				
<b>I 3.4:</b> Organize and categorize important information, revise ideas, and report relevant findings.	Can organize and categorize important information into categories and sub-categories and report relevant findings.	Can organize and categorize important information and report relevant findings.	Can identify similarities or differences in objects, pictures, or stories.	Can identify characteristics of objects, pictures, or stories.
<b>I 4.1:</b> Demonstrate that relationships and patterns of evidence lead to logical conclusions.	Can compare information in several sources on the same topic and find a logical conclusion.	Can demonstrate that relationships and patterns of evidence lead to logical conclusions.	Can determine how information on the same topic is similar in two sources.	Can connect a person to an event or idea.
Reading – Literary Text (RL)				
<b>RL 5.1:</b> Answer questions about information stated in a text; use information in the text to draw conclusions and make inferences.	Can cite several examples of textual evidence to support what the text says explicitly as well as draw conclusions from events and actions in the text.	Can answer questions about information stated in text; can use information in the text to draw conclusions.	Can answer questions about what is stated explicitly in text (e.g., who, what, when, where).	Can identify the explicitly-stated actions of characters in a story.
<b>RL 6.1:</b> Determine a theme of a text and provide a summary statement.	Can determine a theme and analyze its development; can provide a summary of the narrative.	Can determine a theme of a text and provide a summary statement.	Can recognize a central idea in a narrative.	Can understand the concept of plot (e.g., that stories are composed of a series of actions).
<b>RL 8.1:</b> Determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot, setting, and characters.	Can analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; can determine the impact of contextual influences on setting, plot, and characters.	Can describe how setting affects the characters and/or plot; can describe how an event helps shape the plot.	Can identify interactions between main characters, events, and settings.	Can recognize characters, events, or settings from a narrative.

<b>RI 9.1:</b> Determine the figurative meaning of simple words and phrases as they are used in text.	Can determine the figurative and connotative meaning of words and phrases as they are used in a text; can analyze the impact of rhymes and other repetitions of sounds.	Can recognize familiar similes (e.g., “as brave as a lion”).	Can determine the figurative meaning of simple words and phrases as they are used in a text.	Can recognize simple connotation in a text (e.g., an adult scolding a child vs. an adult praising a child).
<b>RI 10.1:</b> Use context clues to determine meanings of words and phrases.	Can use context clues to determine the meanings of words and phrases.	Can use context clues to determine meanings of words and phrases, including those with multiple meanings.	Can identify real-life connections between words and their use.	Can match a word to a corresponding object or picture.
<b>Reading – Informational Text (RI)</b>				
<b>RI 5.1:</b> Cite textual evidence to support analysis of what the text says explicitly.	Can cite examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Can answer questions about information stated in a text and use information in the text to draw conclusions and make simple inferences.	Can connect facts to information stated explicitly in a text (e.g., who, what, when, where).	Can identify facts stated explicitly in a text.
<b>RI 6.1:</b> Summarize a text with two or more central ideas.	Can provide an objective summary of a text with two or more central ideas; can cite key supporting details to analyze their development.	Can cite supporting details and summarize a text with two main ideas.	Can identify a main idea and details that support it.	Can recognize details as part of a larger topic.
<b>RI 8.1:</b> Determine figurative, connotative, or technical meanings of words or phrases in a text.	Can determine figurative, connotative, and technical meanings of words and phrases used in a text.	Can determine the meaning of figurative (e.g., familiar idioms), connotative (e.g., exaggeration), or technical language (domain-specific terms) in a text.	Can identify real-life connections between words and their use.	Can match a word to a corresponding object or picture.
<b>RI 8.2:</b> Identify basic text features (e.g., headings,	Can determine the impact of text features and structures	Can identify basic text features (e.g., headings, boldface words) and explain	Can describe the text features and structures that an author uses.	Can identify basic text features (e.g., title, author, illustrations).

bullets, boldface words, table of contents).	on an author's ideas or claim.	how these features contribute to a text.		
<b>RI 9.1:</b> Use the overall meaning of a text to determine the meaning of a word or phrase.	Can use context clues to determine meanings of words and phrases.	Can use context clues to determine meanings of words and phrases, including those with multiple meanings.	Can identify real-life connections between words and their use.	Can match a word to a corresponding object or picture.
<b>RI 10.1:</b> Use two accounts of the same event or topic to note important similarities and differences in the perspective presented.	Can analyze accounts of the same event or topic and point out how the perspective of each differs.	Can explain why the same event can be interpreted differently by two people.	Can identify similarities and differences in two similar activities or events.	Can recognize two similar events (e.g., playing a game, playing a sport).
<b>RI 11.1:</b> Identify simple text features and structures.	Can determine the impact of text features and structures on an author's ideas or claims.	Can identify basic text features and structures and note their effect.	Can identify the type of text structure (e.g., comparison-contrast, question-answer, sequence) an author uses.	Can recognize different types of informational text (e.g., schedules, menus).
<b>Writing (W)</b>				
<b>W 2.1a:</b> Introduce a focused topic.	Can write informative/explanatory texts that introduce a focused topic; develop the topic with relevant facts, concrete details, or other information and examples; and include a concluding statement.	Can write informative/explanatory texts that introduce a topic, provide relevant information, and include a concluding statement.	Can note relationships among facts and details, people, events, or ideas.	Can recognize people, events, details, or ideas related to a topic.
<b>W 2.1b:</b> Use relevant information from multiple print and multimedia sources.	Can use relevant information from multiple print and multimedia sources.	Can gather information from multiple print and multimedia sources.	Can select a relevant fact from one source.	Can determine if text is factual.
<b>W 2.1c:</b> Use structures to organize ideas, concepts, and information.	Can make clear connections and distinctions among the concepts presented.	Can organize ideas, concepts, and information in a logical manner.	Can organize information chronologically.	Can sequence two facts in order.

<b>W 2.1e:</b> Include graphics and multimedia to aid comprehension.	Can format graphics and text to support the key ideas in a logical manner.	Can include graphics and multimedia to support the text.	Can select several graphics that relate to the topic.	Can select an image that is related to the topic.
<b>W 2.1f:</b> Develop the topic with relevant facts, concrete details, or other information and examples.	Can develop the topic with relevant facts, concrete details, quotations, or other information and examples.	Can include relevant details and examples.	Can select details that relate to a topic.	Can match a detail from a source to the topic.
<b>W 2.1j:</b> Use appropriate transitions.	Can use transitional words to clarify the relationships among the ideas in the text.	Can use appropriate and varied transitions.	Can select appropriate transition words (e.g., “now,” “later”).	Can understand the concepts of <i>first</i> , <i>next</i> , and <i>last</i> .
<b>W 2.1k:</b> Use domain-specific vocabulary.	Can use precise language and domain-specific vocabulary to inform or explain.	Can include domain-specific vocabulary to explain a topic.	Can recognize domain-specific terms that relate to a specific topic.	Can recognize words related to a topic.
<b>W 2.1m:</b> Provide a concluding statement.	Can write informative/explanatory texts that introduce a focused topic; develop the topic with relevant facts, concrete details, or other information and examples; and include a concluding statement.	Can write informative/explanatory texts that introduce a topic, provide relevant information, and include a concluding statement.	Can note relationships among facts and details, people, events, or ideas.	Can recognize people, events, details, or ideas related to a topic.

## Grade 7

SCCR Prioritized Standard	Level 4: Exceeds Standard	Level 3: Meets Standard	Level 2: Emerging	Level 1: Foundational
Inquiry-Based Literacy Standards (I)				
<b>I 3.4:</b> Organize and categorize important information and report relevant findings.	Can organize and categorize important information into categories and sub-categories and report relevant findings.	Can organize and categorize important information and report relevant findings.	Can identify similarities or differences in objects, pictures, or stories.	Can identify characteristics of objects, pictures, or stories.
<b>I 4.1:</b> Demonstrate that relationships and patterns of evidence lead to logical conclusions.	Can compare information in several sources on the same topic and find a logical conclusion.	Can demonstrate that relationships and patterns of evidence lead to logical conclusions.	Can determine how information on the same topic is similar in two sources.	Can connect a person to an event or idea.
Reading – Literary Text (RL)				
<b>RL 5.1:</b> Answer questions about information stated in the text; use information in the text to draw conclusions and make inferences.	Can cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Can answer questions about information stated in a text; can use information in the text to draw conclusions and make inferences.	Can answer questions about what is stated explicitly in a text (e.g., who, what, when, where).	Can identify the explicitly-stated actions of characters in a story.
<b>RL 6.1:</b> Determine a theme of a text and provide a summary statement.	Can determine one or more themes and analyze their development; can provide an objective summary.	Can determine a theme of a text and provide a summary statement.	Can recognize a simple theme in a narrative.	Can understand the concept of plot (e.g., that stories are composed of a series of events).
<b>RL 8.1:</b> Determine how setting shapes the characters and/or plot and how particular elements of a narrative, poem, or drama interact; understand how context influences plot, setting, and characters.	Can analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; can determine the impact of contextual influences on setting, plot, and characters.	Can determine how setting shapes the characters and/or plot and how particular elements of a narrative, poem, or drama interact.	Can identify interactions between characters, events, or settings.	Can describe characters, events, or settings in a narrative.



<b>RL 9.1:</b> Determine the figurative meaning of simple words and phrases as they are used in a text; recognize rhyme used in poetry.	Can determine the figurative and connotative meaning of words and phrases as they are used in text; can analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.	Can determine the figurative meaning of simple words and phrases as they are used in text; can recognize rhyme used in poetry.	Can recognize familiar similes (e.g., “as brave as a lion”).	Can identify real-life connections between words and their use.
<b>RL 10.1:</b> Use context clues to determine meanings of words and phrases, including those with multiple meanings.	Can use context clues to determine meanings of words and phrases.	Can use context clues to determine meanings of words and phrases, including those with multiple meanings.	Can use an appropriate word to fit the context (e.g., “wet” vs. “damp”).	Can match a word to a corresponding object or picture.
<b>Reading – Informational Text (RI)</b>				
<b>RI 5.1:</b> Answer questions about information stated in a text; use information in the text to draw conclusions and make several inferences.	Can cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Can answer questions about information stated in a text and use information in the text to draw conclusions and make several inferences.	Can connect facts to information stated explicitly in a text (e.g., who, what, when, where).	Can identify facts stated explicitly in a text.
<b>RI 6.1:</b> Summarize a text with multiple key ideas.	Can provide an objective summary of a text with two or more central ideas; can cite key supporting details to analyze their development.	Can summarize a text with multiple key ideas.	Can sequence the steps in a process (e.g., school schedule, simple recipe).	Can understand the concepts of “at the beginning,” “next,” and “finally.”
<b>RI 8.1:</b> Determine the meaning of figurative, connotative, or technical language in a text.	Can determine figurative, connotative, and technical meanings of words and phrases used in a text; can analyze the impact of specific words or phrases on meaning and tone.	Can determine the meaning of figurative, connotative, or technical language in a text.	Can determine the meaning of age-appropriate, domain-specific words.	Can identify real-life connections between words and their use.

<b>RI 8.2:</b> Determine the text features and structures that an author uses.	Can determine the impact of text features and structures on an author's ideas or claim.	Can describe the text features and structures that an author uses.	Can identify basic text features (e.g., headings, bullets, boldface words) and explain how these features contribute to a text.	Can identify basic text features (e.g., title, author, illustrations).
<b>RI 10.1:</b> Determine an author's perspective or purpose in one or more texts.	Can determine an author's perspective or purpose and analyze how the author distinguishes his/her position from others.	Can determine an author's perspective or purpose in one or more texts.	Can determine the purpose of a text.	Can determine if a text is factual.
<b>RI 11.1:</b> Identify basic text features and structures and note their effect.	Can determine the impact of text features and structures on an author's ideas or claims.	Can identify basic text features and structures and note their effect.	Can identify the type of text structure (e.g., description, comparison-contrast, question-answer, sequence) an author uses.	Can determine the type of informational text used (e.g., information about a topic, schedules, and sets of directions).
<b>Writing (W)</b>				
<b>W 2.1a:</b> Introduce a topic.	Can select a familiar topic to share about (may be from a set of options) and can use drawing, dictating, or writing to share about it; can select a topic for writing an informational text and then find information that is tactile, visual, or multimedia for use when writing the text. All information is related and developed with two or more facts with a beginning and an ending or opening and closing statement.	Can write informative/explanatory texts that introduce a topic, provide relevant information, and include a concluding statement.	Can note relationships among facts and details, people, events, or ideas.	Can recognize people, events, details, or ideas related to a topic.

<b>W 2.1b:</b> Gather information from multiple print and multimedia sources.	Can use relevant information from multiple print and multimedia sources.	Can gather information from multiple print and multimedia sources.	Can select a relevant fact from one source.	Can determine if text is factual.
<b>W 2.1c:</b> Organize ideas, concepts, and information in a logical manner.	Can make clear connections and distinctions among the concepts presented.	Can organize ideas, concepts, and information in a logical manner.	Can organize information chronologically.	Can sequence two facts in order.
<b>W 2.1e:</b> Include graphics and multimedia to support the text.	Can format graphics and text to support the key ideas in a logical manner.	Can include graphics and multimedia to support the text.	Can select several graphics that relate to the topic.	Can select an image that is related to the topic.
<b>W 2.1f:</b> Include relevant details and examples.	Can 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.	Can include relevant details and examples.	Can select details that relate to a topic.	Can match a detail from a source to the topic.
<b>W 2.1j:</b> Use appropriate and varied transitions.	Can create cohesion using well-placed transitions to clarify the relationships of the ideas in the text.	Can use appropriate and varied transitions.	Can select appropriate transition words (e.g., "before," "after").	Can understand the concepts of <i>first</i> , <i>next</i> , and <i>last</i> .
<b>W 2.1k:</b> Include domain-specific vocabulary.	Can use precise language and domain-specific vocabulary to manage the complexity of the topic.	Can include domain-specific vocabulary appropriately.	Can recognize a range of domain-specific terms that relate to a specific topic.	Can recognize basic terms related to a topic.
<b>W 2.1m:</b> Provide a concluding statement.	Can select a familiar topic to share about (may be from a set of options) and can use drawing, dictating, or writing to share about it; can select a topic for writing an informational text and then	Can write informative/explanatory texts that introduce a topic, provide relevant information, and include a concluding statement.	Can note relationships among facts and details, people, events, or ideas.	Can recognize people, events, details, or ideas related to a topic.

	<p>find information that is either tactile, visual, or multimedia for use when writing the text. All information is related and developed with two of more facts with a beginning and an ending or opening and closing statement.</p>			
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## Grade 8

SCCR Prioritized Standard	Level 4: Exceeds Standard	Level 3: Meets Standard	Level 2: Emerging	Level 1: Foundational
Inquiry-Based Literacy Standards (I)				
<b>I 3.4:</b> Organize and categorize basic information and report some relevant findings.	Can organize and categorize important information into categories.	Can organize and categorize basic information, revise ideas, and report some relevant findings.	Can identify similarities or differences in objects, pictures, and stories.	Can identify characteristics of objects, pictures, or stories.
<b>I 4.1:</b> Demonstrate that relationships and patterns of evidence lead to logical conclusions.	Can compare and contrast relationships and patterns between two texts.	Can demonstrate that relationships and patterns of evidence lead to logical conclusions.	Can identify relationships within a text among people, events, or ideas.	Can recognize a character, object, place, or event.
Reading – Literary Text (RL)				
<b>RL 5.1:</b> Answer questions about information stated in a text; use information in the text to draw conclusions and make inferences.	Can cite the evidence that most strongly supports inferences drawn from the text.	Can answer questions about information stated in a text; can use information in the text to draw conclusions and make inferences.	Can answer questions about what is stated explicitly in a text (e.g., who, what, when, where).	Can identify the explicitly-stated actions of characters in a story.
<b>RL 6.1:</b> Determine one or more themes and provide a basic summary of a text.	Can provide a summary of a text that includes an analysis of its themes.	Can determine one or more themes and provide a basic summary of a text.	Can recognize a simple theme in a narrative.	Can understand the concept of plot (e.g., that stories are composed of a series of events).
<b>RL 8.1:</b> Determine how setting shapes the characters and/or plot and how particular elements of a narrative, poem, or drama interact; understand how context influences plot, setting, and characters.	Can analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision.	Can determine how setting shapes the characters and/or plot and how particular elements of a narrative, poem, or drama interact.	Can recognize how characters, events, or settings in a text affect the plot or story.	Can describe characters, events, or settings in a narrative.

<b>RL 9.1:</b> Determine the figurative <b>meanings (idioms and similes)</b> and connotative meanings of words and phrases as they are used in a text.	Can determine the figurative and connotative meanings of words and phrases as they are used in text; can analyze the impact of specific word choices on meaning and tone.	Can determine the figurative and connotative meanings of words and phrases as they are used in a text (e.g., stories, poems).	Can recognize familiar similes and idioms (e.g., “it’s raining cats and dogs”).	Can identify real-life connections of words and their use.
<b>RL 10.1:</b> Use context clues to determine meanings of words and phrases, including words with multiple meanings.	Can use context clues to determine meanings of more complex words and phrases, including words with multiple meanings.	Can use context clues to determine meanings of words and phrases, including words with multiple meanings.	Can use an appropriate word to fit the context (e.g., “chilly” vs. “freezing”).	Can match a word to a corresponding object or picture.
<b>Reading – Informational Text (RI)</b>				
<b>RI 5.1:</b> Cite evidence to support basic analysis of what the text says explicitly.	Can cite the evidence that most strongly supports inferences drawn from the text.	Can answer questions about information stated in text and use information in the text to draw conclusions and make several inferences.	Can connect facts to information stated explicitly in a text.	Can identify facts stated explicitly in a text.
<b>RI 6.1:</b> Identify central ideas and show how they support the topic of the text.	Can provide a summary of a text that includes an analysis of its central ideas.	Can identify the central ideas and show how they support the topic of the text.	Can sequence the presentation of main ideas within a topic.	Can understand the concepts of “in the beginning,” “later,” and “finally.”
<b>RI 8.1:</b> Determine the meaning of figurative, connotative, or technical words and phrases in a text.	Can understand the function of connotation in persuasion.	Can determine the meaning of figurative, connotative, or technical words and phrases in a text.	Can determine the meaning of age-appropriate, domain-specific words.	Can identify real-life connections between words and their uses.
<b>RI 8.2:</b> Analyze text features and structures that authors use and explain how these features contribute to understanding the text.	Can identify the function of a range of text features (e.g., titles, chapters, footnotes).	Can describe text features and structures and explain how these features contribute to understanding the text.	Can identify basic text features (e.g., chapters, headings, bullets, boldface words, table of contents) and explain how these features contribute to a text.	Can identify basic text features (e.g., title, author, illustrations).

<b>RI 10.1:</b> Determine an author's perspective or purpose in one or more texts.	Can analyze the author's perspective or purpose in one or more texts.	Can determine an author's perspective or purpose in one or more texts.	Can determine the purpose of a text.	Can determine if a text is factual.
<b>RI 11.1:</b> Identify basic text features and structures and note their effect.	Can describe the ways different authors use text structures to present information on the same topic.	Can determine how the author's ideas or claims are supported by text structures.	Can identify the type of text structure (e.g., description, comparison-contrast, question-answer, problem-solution, cause-effect, sequence) an author uses.	Can determine the type of informational text used (e.g., information about a topic, schedules, and sets of directions).
<b>Writing (W)</b>				
<b>W 2.1a:</b> Introduce a topic.	Can develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Can write informative/explanatory texts that introduce a topic, provide relevant information, and include a concluding statement.	Can note relationships among facts and details, people, events, or ideas.	Can recognize people, events, details, or ideas related to a topic.
<b>W 2.1b:</b> Gather information from multiple print and multimedia sources.	Can use relevant information from multiple print and multimedia sources.	Can gather information from multiple print and multimedia sources.	Can select a relevant fact from one source.	Can determine if a text is factual.
<b>W 2.1c:</b> Organize ideas, concepts, and information in a logical manner.	Can organize ideas, concepts, and information into broader categories.	Can organize ideas, concepts, and information in a logical manner.	Can organize information chronologically.	Can sequence two facts in order.
<b>W 2.1e:</b> Include graphics and multimedia to support the text.	Can include formatting, graphics, and multimedia to aid in comprehension.	Can include graphics and multimedia to support the text.	Can select several graphics that relate to the topic.	Can select an image that is related to the topic.
<b>W 2.1f:</b> Include relevant details and examples.	Can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Can include relevant details and examples.	Can select details that relate to a topic.	Can match a detail from a source to the topic.

<b>W 2.1j:</b> Use appropriate and varied transitions.	Can use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Can use appropriate and varied transitions.	Can select appropriate transition words (e.g., “since,” “following”).	Can understand the concepts of <i>first</i> , <i>next</i> , and <i>last</i> .
<b>W 2.1k:</b> Include domain-specific vocabulary.	Can use precise language and domain-specific vocabulary to explain the topic.	Can include domain-specific vocabulary that is relevant to the topic.	Can recognize a range of domain-specific terms that relate to a specific topic.	Can recognize basic terms related to a topic.
<b>W 2.1m:</b> Provide a concluding statement.	Can develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Can write informative/explanatory texts that introduce a topic, provide relevant information, and include a concluding statement.	Can note relationships among facts and details, people, events, or ideas.	Can recognize people, events, details, or ideas related to a topic.



## High School

SCCR Prioritized Standard	Level 4: Exceeds Standard	Level 3: Meets Standard	Level 2: Emerging	Level 1: Foundational
Inquiry-Based Literacy Standards (I)				
<b>I 3.4:</b> Organize and categorize important information; use relevant ideas to communicate new learning; ask questions to gather additional information.	Can organize and categorize important information into categories and sub-categories and report on the categories and sub-categories.	Can organize and categorize important information; can use relevant ideas to communicate new learning; can ask questions to gather additional information.	Can identify similarities or differences in objects, pictures, or stories.	Can identify characteristics of objects, pictures, or stories.
<b>I 4.1:</b> Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	Can analyze relationships and patterns of evidence to confirm conclusions.	Can compare informational texts on the same topic and find a logical conclusion.	Can determine how various informational texts on the same topic are similar in what is presented on the topic.	Can recognize when he or she encounters familiar people, objects, places, and events.
Reading – Literary Text (RL)				
<b>RL 5.1:</b> Answer questions about information stated in a text; use information in the text to draw conclusions and make inferences.	Can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Can answer inferential questions and refer to details and examples within a text to support inferences.	Can recount key details of a story and refer to details and examples within a text to draw inferences.	Can identify the explicitly-stated actions of characters in a story.
<b>RL 6.1:</b> Determine themes or central ideas of a text and provide detailed summaries of a text.	Can determine a theme of a text and analyze its development over the course of the text and provide an objective summary of the text.	Can determine themes or central ideas of a text and provide basic summaries of a text.	Can recognize a simple theme in a narrative.	Can understand the concept of plot (e.g., that stories are composed of a series of events).
<b>RL 8.1:</b> Determine how characters or a series of ideas or events is	Can analyze how characters or a series of ideas or events is introduced, connected,	Can determine how setting shapes the characters and/or plot and how	Can recognize how simple characters, events, or settings in a text affect the	Can recognize how simple characters, events, or

introduced, connected, and developed within a particular story, poem, or drama.	and developed within a particular story, poem, or drama.	particular elements of a narrative or drama interact; understand how context influences plot, setting, and characters.	plot or story and how particular elements of a narrative or drama interact; can understand how context influences plot, setting, and characters.	settings in a text affect the plot or story.
<b>RL 9.1:</b> Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	Can analyze the impact of specific word choices on meaning and tone.	Can determine the figurative and connotative meanings of words and phrases.	Can recognize common similes (e.g., “as brave as a lion”), metaphors, and idioms.	Can identify real-life connections between words and their uses.
<b>RL 10.1:</b> Use context clues to determine meanings of words and phrases, including words with multiple meanings.	Can use context clues to determine meanings of words and phrases, including those with multiple meanings.	Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., “sweet”).	Can use an appropriate word to fit the context (e.g., “furious” vs. “upset”).	Can match a word to a corresponding object or picture.
<b>RL 12.1:</b> Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text.	Can analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text.	Can make inferences about the way the structure or plot creates effects of mystery, tension, or surprise.	Can recognize the explicit presentation of mystery, tension, or surprise in a text.	Can match a picture from the text with the feeling it evokes (e.g., happiness, surprise, sadness)
<b>Reading – Informational Text (RI)</b>				
<b>RI 5.1:</b> Answer questions about information stated in a text; use information in the text to draw conclusions and make inferences.	Can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Can answer inferential questions and refer to details and examples within a text to support inferences.	Can recount key details of a story and refer to details and examples within a text to draw inferences.	Can identify the explicitly-stated actions of characters in a story.
<b>RI 6.1:</b> Determine themes or central ideas of a text and	Can determine a theme of a text and analyze its	Can determine themes or central ideas of a text and	Can recognize a simple theme in a narrative.	Can understand the concept of plot (e.g., that stories are

provide detailed summaries of a text.	development over the course of the text and provide an objective summary of the text.	provide basic summaries of a text.		composed of a series of events).
<b>RL 8.1:</b> Determine how characters or a series of ideas or events is introduced, connected, and developed within a particular story, poem, or drama.	Can analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular story, poem, or drama.	Can determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot, setting, and characters.	Can recognize how simple characters, events, or settings in a text affect the plot or story and how particular elements of a narrative or drama interact; can understand how context influences plot, setting, and characters.	Can recognize how simple characters, events, or settings in a text affect the plot or story.
<b>RL 9.1:</b> Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	Can analyze the impact of specific word choices on meaning and tone.	Can determine the figurative and connotative meanings of words and phrases.	Can recognize common similes (e.g., “as brave as a lion”), metaphors, and idioms.	Can identify real-life connections between words and their uses.
<b>RL 10.1:</b> Use context clues to determine meanings of words and phrases, including words with multiple meanings.	Can use context clues to determine meanings of words and phrases, including those with multiple meanings.	Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., “sweet”).	Can use an appropriate word to fit the context (e.g., “furious” vs. “upset”).	Can match a word to a corresponding object or picture.
<b>RL 12.1:</b> Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text.				

Writing (W)

<b>W 2.1a:</b> Introduce a topic.	Can develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Can write informative/explanatory texts that introduce a topic, provide relevant information, and include a concluding statement.	Can note relationships among facts and details, people, events, or ideas.	Can recognize people, events, details, or ideas related to a topic.
<b>W 2.1b:</b> Use relevant information from multiple print and multimedia sources.	Can use relevant information from multiple print and multimedia sources.	Can gather information from multiple print and multimedia sources.	Can select a relevant fact from one source.	Can determine if a text is factual or not.
<b>W 2.1c:</b> Organize ideas, concepts, and information to make connections and distinctions.	Can 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.	Can develop the topic with well-chosen, relevant, and sufficient facts, concrete details, and examples.	Can organize information chronologically.	Can sequence two facts in order.
<b>W 2.1e:</b> Include graphics and multimedia to aid comprehension as needed.	Can include formatting, graphics, and multimedia to aid comprehension.	Can include graphics and multimedia to support the text.	Can select several graphics that relate to the topic.	Can select an image that is related to the topic.
<b>W 2.1f:</b> Develop the topic with well-chosen, relevant, and sufficient facts, concrete details, and examples.	Can develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Can write informative/explanatory texts that introduce a topic, provide relevant information and include a concluding statement.	Can note relationships among facts and details, persons, events, or ideas.	Can recognize persons, events, details, or ideas related to a topic.
<b>W 2.1i:</b> Use appropriate transitions.	Can use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify	Can use appropriate and varied transitions.	Can select appropriate transition words (e.g., “however,” “in conclusion”).	Can understand the concepts of first, next, and last.

	the relationships among complex ideas and concepts.			
<b>W 2.1j:</b> Use domain-specific vocabulary.	Can use precise language and domain-specific vocabulary to manage the complexity of the topic.	Can include domain-specific vocabulary appropriate to the topic.	Can recognize a range of domain-specific terms that relate to a specific topic.	Can recognize basic terms related to a topic.
<b>W 2.1i:</b> Provide a concluding statement or section.	Can develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Can write informative/explanatory texts that introduce a topic, provide relevant information and include a concluding statement.	Can note relationships among facts and details, people, events, or ideas.	Can recognize people, events, details, or ideas related to a topic.

# Appendix B

## Resources

- I. Key terms are indicated in **bold** within the document
- II. Graphic Organizers
  - a. [Florida Center for Reading Research](#)
    - i. For educators
  - b. [Ithan Elementary School](#)
    - i. Word study and graphic organizers
- III. Idioms
  - a. [There's A Frog In My Throat!: 440 Animal Sayings A Little Bird Told Me](#) by Loreen Leedy and Pat Street
- IV. Communication
  - a. [Augmentative and Alternative Communication \(ACC\)](#)
    - i. [Writing in AAC](#)
  - b. Unique Learning System (ULS®) provides boards for various devices based on lesson content.
  - c. Steps to Literacy – [Literacy for Children with Combined Vision and Hearing Loss](#)
- V. Writing
  - a. [Predictable Chart Writing](#)
    - i. *Predictable Chart Writing is a shared, group writing activity that results in a classroom book. Engaging in writing is typically a challenging and often abandoned activity for students with significant disabilities. This writing activity has been adapted for students who are unable to speak and unable to hold a pencil. It has been modified from the activities described in Predictable Chart Writing, by Williams, Carson & Dellosa.*
  - b. [Emergent Literacy Interaction Inventory](#)
    - i. *Students' success and engagement in emergent writing is highly dependent on the quality of this interaction. This inventory has the key elements that adults need to access in order for their students to learn how to write using an alternative pencil.*
- VI. Literacy for All: [Literacy for Students with Significant Cognitive Disabilities](#)
  - a. These modules will provide introductory information on various instructional, research-based practices and how they can be applied with students with cognitive, communication, physical, and sensory challenges. These modules will not provide in-depth knowledge but are a starting point for understanding.
- VII. Adaptive Books
  - a. [Tar Heel Reader](#)
  - b. News-to-You (N2Y®) online newspaper

- c. File Folder Heaven (free month units available)
  - Building with Stories and Pathways to Literacy (Attainment® curriculum, technology, and resources)
    - d. American Printing House for the Blind (APH) (VI eligible students)
- VIII. Transition
- a. [Zarrow Center for Learning Enrichment](#)