



2021 Alabama Alternate Achievement Standards



ENGLISH LANGUAGE ARTS



For information regarding the
Alabama Alternate Achievement Standards
and other materials contact:

Alabama State Department of Education
Special Education Services
3305 Gordon Persons Building
Montgomery, Alabama

P.O. Box 302101
Montgomery, AL 36130-2101

(334) 694-4782

©2022

Alabama State Department of Education
Eric G. Mackey, State Superintendent of Education

The Alabama State Board of Education and the Alabama State Department of Education do not discriminate on the basis of race, color, disability, sex, religion, national origin, or age in their programs, activities, or employment and provide equal access to the Boy Scouts and other designated youth groups. The following person is responsible for handling inquiries regarding the non-discrimination policies: Title IX Coordinator, Alabama State Department of Education, P.O. Box 302101, Montgomery, AL 36130-2101, telephone (334) 694-4717.

Table of Contents

Acknowledgements	iv
Overview	v
Introduction.....	v
Students with Significant Intellectual Disabilities	v
Augmentative/Alternate Devices.....	vi
Accommodations	vi
Format of the Alternate Achievement Standards	vii
Course of Studies	1
KINDERGARTEN	1
Grade 1	10
Grade 2	20
Grade 3	31
Grade 4	40
Grade 5	46
Grade 6	52
Grade 7	56
Grade 8	61
Grade 9	66
Grade 10	70
Grade 11	74
Grade 12	79

Acknowledgements

This document was developed by the 2020-2021 English Language Arts Alabama Course of Study Task Force composed of both general and special education teachers of elementary, middle school, and high school grade levels. The Alabama State Department of Education (ALSDE) staff who assisted with the development are also listed below.

Mrs. Brittney Bice, B.S.

Mrs. Sheila Brock, Ed.S.

Mr. Emanuel Carmichael, B.S.

Mrs. Lynda Chick, M.Ed.

Ms. Dahee Choi, M.Ed.

Mrs. Huntleigh Dodson, M.S., CCC-SLP

Mrs. Dawn Ellis, Ed.S.

Ms. Jennifer Ellisor, M.Ed.

Ms. Lisa Frostick, B.A.

Ms. Diann Frucci, M.A. (Retired)

Mrs. Merrie Golden, B.S.

Ms. Megan Hepler, M.Ed.

Ms. Melanie Holbert, B.S., M.A.

Mrs. Abby Huff, M.Ed.

Mrs. Kelcy James, M.S., CCC-SLP

Mrs. Elizabeth Jennings, M.S.

Ms. Jennifer Kaufman, M.Ed.

Ms. Donna King, M.Ed.

Mrs. Victoria Larck, M.A.

Ms. Summer Martin, B.S.Ed.

Ms. Shannon Mayer, B.S.

Mrs. Renate Rice, M.A.

Mrs. Charity Roger, M.A.Ed.

Mrs. Tina Sanders, Ed.S.

Ms. Tammy Stevens, Ed.S.

Mr. Reginald Sullivan, M.Ed.

Mrs. Heather White, M.Ed.

Ms. Susanne Estes, M.Ed., ALSDE, Educational Technology

Mrs. Stephanie Frucci Bear, Ed.S., M.S., CCC-SLP, ALSDE,
Special Education Services

Mrs. Susan Goldthwaite, M.Ed., ALSDE, Special Education
Services (Retired)

Mrs. Elisabeth Newell, Ed.S., ALSDE, Special Education
Services

Mrs. Hailey Ridgeway, M.A., Educational Technology

Mrs. Kathy Wilkins, M.Ed., ALSDE, Special Education Services

Overview

Introduction

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

Students with Significant Intellectual Disabilities

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

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

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

Augmentative/Alternate Devices

The Alabama Alternate Achievement Standards are to be taught using the student's communication modality (e.g., voice, sign language, augmentative/alternative communication device). This does not mean an augmentative/alternative device should be programmed to do the cognition for the student.

Accommodations

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

Format of the Alternate Achievement Standards

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

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS	
KINDERGARTEN ELA	
2021 Alabama Course of Study: English Language Arts	Alabama Alternate Achievement Standards
Oral Language	
<p>K.1 Actively listen and speak using agreed-upon rules for discussion, with guidance and support.</p> <p>a. Use speech that is understandable with only grade-appropriate errors.</p> <p>b. Use word endings to indicate plurals, possessives, and verb tenses in speech. <i>Examples: dogs, brother's shirt, jumped</i></p> <p>c. Use age-appropriate irregular plurals in conversation. <i>Examples: foot/feet, tooth/teeth, mouse/mice</i></p> <p>d. Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.</p>	<p>ELA.AAS.K.1 With prompting and support, actively listen and speak.</p> <p>ELA.AAS.K.1a Take turns communicating with others.</p>
<p>K.2 Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.</p>	<p>ELA.AAS.K.2 With prompting and support, listen to teacher-led reading experiences and participate in discussions to build background knowledge.</p>
<p>K.3 Actively participate in teacher-led choral and shared reading experiences. <i>Examples: reciting nursery rhymes, songs, poems, stories</i></p>	<p>ELA.AAS.K.3 Participate in teacher-led choral reading experiences (i.e., songs, nursery rhymes).</p>
<p>K.4 With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media. <i>Example: Use interrogatives who, what, where, when, why, and how to ask questions.</i></p>	<p>ELA.AAS.K.4 Ask questions to get help or to get information.</p>

Content Areas are large groups of related clusters and content standards. In this example, the Alabama Content Area is “Oral Language.” Content areas are used to group standards that are closely related.

Alternate Achievement Standard is a lesser complexity standard that is selected based off the critical standards and aligned to the general education curriculum.

Aligned General Education Content Standards are beside each alternate achievement standard to show the minimum required content and define what general education students should know and be able to do at the conclusion of a course or grade. Each content standard completes the stem “Students will...”

Course of Studies

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS	
KINDERGARTEN ELA	
2021 Alabama Course of Study: English Language Arts	Alabama Alternate Achievement Standards
Oral Language	
<p>K.1 Actively listen and speak using agreed-upon rules for discussion, with guidance and support.</p> <p>a. Use speech that is understandable with only grade-appropriate errors.</p> <p>b. Use word endings to indicate plurals, possessives, and verb tenses in speech. <i>Examples: dogs, brother’s shirt, jumped</i></p> <p>c. Use age-appropriate irregular plurals in conversation. <i>Examples: foot/feet, tooth/teeth, mouse/mice</i></p> <p>d. Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.</p>	<p>ELA.AAS.K.1 With prompting and support, actively listen and speak.</p> <p>ELA.AAS.K.1a Take turns communicating with others.</p>
<p>K.2 Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.</p>	<p>ELA.AAS.K.2 With prompting and support, listen to teacher-led reading experiences and participate in discussions to build background knowledge.</p>
<p>K.3 Actively participate in teacher-led choral and shared reading experiences. <i>Examples: reciting nursery rhymes, songs, poems, stories</i></p>	<p>ELA.AAS.K.3 Participate in teacher-led choral reading experiences (i.e., songs, nursery rhymes).</p>
<p>K.4 With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media. <i>Example: Use interrogatives who, what, where, when, why, and how to ask questions.</i></p>	<p>ELA.AAS.K.4 Ask questions to get help or to get information.</p>
<p>K.5 With guidance and support, present information orally, using complete sentences in correct word order.</p> <p>a. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>ELA.AAS.K.5a Express feelings and ideas.</p>

b. Describe people, places, things, and events with relevant details in a story with three to five events.	
<p>K.6 Uses spatial and temporal concepts correctly.</p> <p><i>Examples: top/bottom, up/down, under/over, above/below, left/right, upside down/inside out, beginning/middle/end, first/next/last</i></p> <p><i>Note: This is important as children learn to match print to speech in order to read, and speech to print in order to write.</i></p>	
K.7 Restate and follow one- and two-step directions.	ELA.AAS.K.7 Follow one-step directions.
Concepts of Print	
<p>K.8 Demonstrate understanding of the organization and basic features of printed materials.</p> <p>a. Recognize and demonstrate that print conveys meaning.</p> <p><i>Examples: Share a favorite book with peers. Share a list of birthday gifts received.</i></p> <p>b. With prompting and support, explain the roles of the author and illustrator of a text.</p> <p>c. Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line.</p> <p>d. Identify the beginning and end of a sentence by locating the capital letter and end punctuation.</p> <p>e. Point to words using one-to-one correspondence, noting that words are separated by spaces.</p> <p>f. Distinguish letters from words within sentences.</p> <p>g. Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.</p>	<p>ELA.AAS.K.8 Follow words from left to right and top to bottom.</p> <p>ELA.AAS.K.8a Point to words or pictures in a text.</p>
Phonological Awareness/Phonemic Awareness	
<p>K.9 Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.</p> <p>a. Count the number of words in a spoken sentence.</p> <p>b. Recognize alliterative spoken words.</p>	ELA.AAS.K.9 Participate in letter-sound correspondence.

<p>c. Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.</p> <p>d. Count, blend, and segment syllables in spoken words, including compound words.</p> <p>e. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>f. Identify the initial, final, and medial sounds of spoken words.</p> <p>g. Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.</p> <p>h. Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.</p> <p><i>Examples: /t/ and /d/, /p/ and /b/, /ch/ and /j/, /s/ and /z/, /f/ and /v/, /k/ and /g/, /sh/ and /zh/, /th/ (voiced and unvoiced)</i></p> <p><i>Note: Standard 9 is important as a foundational phonemic awareness skill for all learners.</i></p>	
<p>Phonics</p>	
<p>K.10 Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.</p> <p>a. Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds).</p> <p><i>Examples: x= /ks/ and q=/kw/</i></p> <p>b. Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.</p> <p>c. Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.</p> <p>d. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.</p> <p>e. With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.</p> <p>f. With prompting and support, decode words with suffix -s, using knowledge of unvoiced /s/ and voiced /z/ sounds for letter s.</p>	<p>ELA.AAS.K.10 With promoting and support, identify letter-sound correspondence for consonants of the alphabet.</p>

<p><i>Examples: pups, cats, pigs, dogs</i></p> <p><i>Note: Unvoiced /s/ follows unvoiced sounds such as /p/ and /t/ and voiced /z/ follows voiced sounds such as /g/.</i></p> <p>g. With prompting and support, produce the most frequent sound for digraphs <i>ck, sh, th, ch, wh, ng</i>, and combination <i>qu</i>, making the connection that a two-letter grapheme can represent one phoneme (sound).</p> <p>h. Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ.</p> <p><i>Example: mat/sat, pan/pat, tip/top</i></p> <p>i. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.</p> <p><i>Examples: am, at, get, like, make, that, this, me, she, be</i></p> <p><i>Note: The main emphasis of a high-frequency word lesson should be on regular correspondences and patterns, noting the high-frequency words with exceptions or oddities and what they are, using specific strategies to help them remember the irregular part of the words.</i></p> <p><i>Example: LETRS © heart word strategy.</i></p>	
Fluency	
<p>K.11 Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.</p>	<p>ELA.AAS.K.11 With prompting and support, identify or name upper and lower case letters in sequential alphabetical order.</p>
<p>K.12 Arrange and name letters of the alphabet in sequential order from <i>a</i> to <i>z</i>, with accuracy and automaticity.</p> <p><i>Example: Use the alphabet arc to arrange the letters in alphabetical order, then touch and name the letters.</i></p> <p><i>Note: This will help students with alphabetical order requirements in future grades and also facilitate learning of positional words like before/after, initial/final, reversals, and letter naming in general.</i></p>	
<p>K.13 With prompting and support, recognize and name digraphs <i>ck, sh, th, ch, wh, ng</i>, and combination <i>qu</i>.</p>	
<p>K.14 Apply previously-taught phoneme-grapheme correspondences to decodable words</p>	

with accuracy and automaticity, in and out of context.	
K.15 Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.	
<p>K.16 Recognize and read grade-appropriate high frequency words with accuracy and automaticity.</p> <p><i>Note: As noted in the phonics standards, high-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add it to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.</i></p>	ELA.AAS.K.16 With prompting and support, match concrete words with pictures.
Vocabulary	
K.17 With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.	
<p>K.18 Identify new meanings for familiar words and apply them accurately.</p> <p><i>Example: multiple meaning words such as duck, run, and bat</i></p>	
<p>K.19 Ask and answer questions about unfamiliar words in discussions and/or text.</p> <p>a. Describe the relationship between words, including relating them to synonyms and antonyms.</p>	ELA.AAS.K.19 Identify common antonyms (i.e., hot/cold, on/off, open/close, up/down, walk/run, sit/stand).
<p>K.20 Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.</p> <p><i>Examples: apples, oranges, grapes; hammer, nails, screwdriver</i></p>	ELA.AAS.K.20 Sort pictures or objects into categories.
K.21 Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.	

<p>a. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.</p> <p>b. Use new words and phrases acquired through conversations, reading and being read to, and responding to text.</p>	
<p>Comprehension</p>	
<p>K.22 Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.</p>	
<p>K.23 With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.</p>	<p>ELA.AAS.K.23 Use words and/or pictures to create a simple sentence.</p>
<p>K.24 With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.</p>	
<p>K.25 With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.</p>	<p>ELA.AAS.K.25 Identify the topic of a book when given the title or a picture on the cover of the book.</p>
<p>K.26 With prompting and support, describe the relationship between illustrations and the text in which they appear.</p>	
<p>K.27 Identify and describe the main story elements in a literary text.</p> <p>a. With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.</p>	<p>ELA.AAS.K.27 Identify the main character of a story.</p>
<p>K.28 With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.</p>	<p>ELA.AAS.K.28 Using pictures, words, or objects, identify the ideas of a story.</p>
<p>K.29 With prompting and support, identify the main topic and key details in an informational text.</p>	<p>ELA.AAS.K.29 Using pictures, words, or objects, identify the main topic of an informational text.</p>
<p>K.30 With prompting and support, ask and answer questions about key details in literary and informational texts.</p>	
<p>K.31 With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.</p>	

<p>K.32 With prompting and support, compare and contrast two texts.</p> <p>a. Distinguish between literary texts and informational texts.</p> <p>b. Compare and contrast the experiences of characters in a literary text.</p> <p>c. Compare and contrast two informational texts on the same topic.</p>	<p>EAL.AAS.K.32 Identify individuals, events, or ideas in an informational text.</p>
<p>Writing</p>	
<p>K.33 Express ideas orally and connect these ideas through drawing and emergent writing.</p>	<p>ELA.AAS.K.33 With prompting and support, express ideas orally or with pictures/drawings.</p>
<p>K.34 Print legibly, using proper pencil grip.</p> <p>a. Print upper and lower case letters using proper approach strokes, letter formation, and line placement.</p> <p>b. With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.</p> <p><i>Note: In Kindergarten, students are learning the most basic forms of capitalization. While the standard only requires that the first letter of each name be capitalized, some students' names may include additional capital letters, hyphens, or apostrophes. In such cases, students should learn to write their own names using proper capitalization and punctuation. Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus</i></p> <p>c. With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.</p>	<p>ELA.AAS.K.34 Hold a writing utensil and make an intentional mark on a surface when instructed.</p>
<p>K.35 Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.</p> <p>a. Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound).</p> <p><i>Examples: /b/=b, /m/=m, /k/=k, c, -ck</i></p> <p>b. With prompting and support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words.</p> <p><i>Examples: /k/=k before i, e, or y; /k/= c before a, o, u, or any consonant; /k/= -ck after an accented short vowel</i></p>	

<p>c. With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences. <i>Examples: am, at, can, he, we, be, in, it, came, like</i></p> <p>d. With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern. <i>Example: In said, /s/ and /d/ are spelled using phoneme-grapheme correspondence, but ai must be learned by heart or memorized.</i></p>	
<p>K.36 When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.</p> <p>a. With prompting and support, transcribe spoken words to demonstrate that print represents oral language.</p> <p>b. With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment.</p> <p>c. With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.</p> <p>d. With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.</p> <p>e. With prompting and support, begin each sentence with a capital letter.</p> <p>f. With prompting and support, capitalize the pronoun I and names of individuals.</p> <p>g. With prompting and support, recognize, name, and correctly use end punctuation. <i>Examples: period, question mark, exclamation mark</i></p>	<p>ELA.AAS.K.36b Participate in shared writing using words or pictures to create narratives with events in sequence.</p> <p>ELA.AAS.K.36c Participate in shared writing using words or pictures to create opinion pieces with reasons.</p> <p>ELA.AAS.K.36d Participate in shared writing using words or pictures to create informative or explanatory pieces with facts about a topic.</p>
<p>K.37 Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.</p> <p>a. Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.</p> <p>b. Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about</p>	

<p>the story, using drawing, dictating, and/or writing.</p> <p>c. Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.</p> <p>d. Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.</p> <p>e. With prompting and support, compose writing for varied purposes and audiences, across different genres.</p>	
<p>K.38 Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.</p> <p><i>Examples: Plan by brainstorming; revise to clarify or aid audience’s comprehension; edit written presentations to ensure appropriate spacing between letters and words, correct spelling and punctuation, and legibility as a courtesy to the audience and to show pride in one’s work.</i></p>	
<p>K.39 Participate in shared research and writing projects to answer a question or describe a topic.</p> <p>a. Include information recalled from personal experiences in research and writing projects.</p> <p>b. Gather information from provided sources for research and writing projects.</p>	
<p>K.40 With guidance and support, use a variety of digital tools to produce and publish writing, working both independently and collaboratively with peers.</p>	

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

Grade 1 ELA

2021 Alabama Course of Study: English Language Arts

Alabama Alternate Achievement Standards

Oral Language

1.1 Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.

ELA.AAS.1.1 Participate in discussions with adults and peers.

1.2 Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.

Examples: read-alouds, oral dramatic activities

ELA. AAS.1.2 Participate in shared reading experiences and collaborative discussions to build background knowledge.

1.3 Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.

ELA.AAS.1.3 Ask questions to get help or to get information.

1.4 Present information orally using complete sentences and appropriate volume.

a. Orally describe people, places, things, and events, expressing ideas with relevant details.

ELA.AAS.1.4 Share information to communicate about self or an interest.

Concept of Print

1.5 Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).

a. Explain the roles of author(s) and illustrator(s).

ELA.AAS.1.5 Identify a book's title.

ELA.AAS.1.5a Follow/track print from left to right and top to bottom.

Phonological Awareness/Phonemic Awareness

1.6 Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.

a. Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.

Examples: par-ti-cu-lar, cer-ti-fi-cate

b. Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.

c. Produce alliterative words.

d. Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.

e. Add, delete, and substitute phonemes at the beginning or end of spoken words made up of

ELA.AAS.1.6 Participate in letter-sound correspondence.

<p>three to five phonemes, and produce the resulting word.</p> <p><i>Examples: pan to pant; flight to light; cat to cap</i></p> <p>f. Distinguish long from short vowel sounds in spoken, single-syllable words.</p> <p>g. Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.</p> <p><i>Examples: /f/ and /v/, /p/ and /b/, /t/ and /d/, /k/ and /g/, /m/ and /n/, /ng/ and /n/, /s/ and /z/, unvoiced /th/ and voiced /th/, /ch/ and /sh/, /ě/ and /ā/, /ě/ and /ǎ/</i></p> <p><i>Note: This is extremely important as a foundational phonemic awareness skill for all learners.</i></p> <p>h. Identify the sound substitution in words with five to six phonemes.</p> <p><i>Example: strips/straps, square/squire</i></p>	
<p>Phonics</p>	
<p>1.7 Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.</p> <p>a. Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels.</p> <p><i>Examples: x= /ks/; q=/kw/; a=/ă/ and /ā/, s= /s/ and /z/</i></p> <p>b. Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.</p> <p><i>Note: Consonant blends should include st-, sm-, sn-, -st, -ft, -lp, sl, cr, cl, tr, dr, nt, nd, mp, and nk, at a minimum.</i></p> <p>c. Decode words with digraphs, trigraphs, and combinations, including digraphs <i>ck, sh, th, ch, wh, ph, ng</i>, trigraphs <i>tch</i> and <i>dge</i>, and combination <i>qu</i>.</p> <p><i>Note: Some programs/experts call wh a combination, others call it a digraph. Use common language across the school/district.</i></p>	<p>ELA.AAS.1.7a Identify a phoneme (sound) with its grapheme (letter).</p> <p>ELA.AAS1.7b Encode concrete CVC spelled words (e.g., cat, dog, mat, mom, dad).</p>

d. Decode words with a after w read /ä/ and a before l read /â/.

Examples: wash, water, wasp; tall, all, talk, small, fall

e. With prompting and support, decode words with the hard and soft sounds of c and g, in context and in isolation.

Examples: c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y

f. Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words.

Examples: fly, my; baby, happy; myth, gym

g. Decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.

h. With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.

i. With prompting and support, decode words that follow the -ild, -ost, -old, -olt, and -ind patterns.

Examples: mild, host, fold, jolt, kind

j. With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.

k. With prompting and support, decode words with silent letter combinations.

Examples: kn, wr, mb, gh, gn

l. With prompting and support, decode words with common prefixes including un-, dis-, in-, re-, pre-, mis-, non-, and ex-.

m. With prompting and support, decode words with common suffixes, including words with dropped e and y-to-i changes for suffix addition.

Examples: -s, -ed, -ing, -es, -er, -est, -en, -y, -ly

n. Decode contractions with am, is, has, and not.

<p><i>Examples: I'm, he's, she's, isn't, don't</i></p> <p>o. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.</p> <p><i>Examples: saw, all, made, can, his, walk, let, open, time</i></p>	
<p>Fluency</p>	
<p>1.8 Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.</p>	<p>ELA.AAS.1.8 Read aloud concrete CVC and environmental print words.</p> <p>ELA.AAS.1.8a Echo read a word, phrase, or sentence.</p>
<p>1.9 Read grade-appropriate texts with accuracy and fluency.</p> <p>a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.</p> <p>b. Recognize and self-correct decoding and other errors in word recognition and reread for clarification.</p> <p>c. Participate in poetry reading, noticing phrasing, rhythm, and rhyme.</p> <p><i>Example: Pause between stanzas and between lines where punctuation indicates.</i></p>	
<p>1.10 Read high-frequency words commonly found in grade-appropriate text.</p> <p><i>Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately and independently three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as "sight words" that need to be memorized as a whole word, unless there are no regular correspondences in the word. "Of" is an example of a word with no regular correspondences.</i></p>	<p>ELA.AAS.1.10 Identify high-frequency words commonly found in a variety of text.</p>

Vocabulary	
<p>1.11 Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.</p> <p>a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>	
<p>1.12 Ask and answer questions about unfamiliar words and phrases in discussions and/or text.</p> <p>a. Identify possessives and plurals and use them as clues to the meaning of text.</p> <p style="padding-left: 40px;"><i>Example: Jack’s coat, mom’s car; pigs, pig’s, pigs’</i></p> <p>b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est.</p> <p style="padding-left: 40px;"><i>Examples: Explain that adding suffix -s changes a singular noun to a plural noun and adding suffix -ed changes a verb to past tense.</i></p> <p>c. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</p> <p style="padding-left: 40px;"><i>Examples: look, peek, glance, stare, glare; big, large, gigantic, monstrous</i> <i>Act out tiptoe, creep, and march to distinguish shades of meaning in words related to walk.</i> <i>Discuss synonyms and antonyms.</i></p>	<p>ELA.AAS.1.12 Identify common antonyms (e.g., hot/cold, on/off, open/close, up/down, walk/run, sit/stand).</p>
<p>1.13 Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.</p>	<p>ELA.AAS.1.13 Identify the meaning of academic and content-specific vocabulary.</p>
<p>1.14 Sort and categorize groups of words or pictures based on meaning, and label each category.</p> <p style="padding-left: 40px;"><i>Examples: colors, clothes, animals with wings</i></p>	<p>ELA.AAS.1.14 Sort and group words, pictures, or objects into categories.</p>
<p>1.15 Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.</p>	
<p>1.16 Use grade-appropriate academic vocabulary in speaking and writing.</p>	

Comprehension	
1.17 Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.	
1.18 Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.	ELA.AAS.1.18 Use words and/or pictures to create a simple sentence.
1.19 Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.	
1.20 Use text features to locate key facts or information in printed or digital text. <i>Examples: headings, tables of contents, glossaries, electronic menus, icons, bold words, captions, illustrations</i>	ELA.AAS.1.20 Identify parts of a book (i.e., title, author).
1.21 Identify the main topic and key details of literary and informational texts.	ELA.AAS.1.21 Identify the main topic of literary and informational texts.
1.22 Ask and answer questions about key details in literary and informational texts.	ELA.AAS.1.22 Answer questions about details in literary and informational texts.
1.23 Identify and describe the main story elements in a literary text. a. Describe the characters and settings, using illustrations and textual evidence from a story. b. Retell the plot or sequence of major events in chronological order.	ELA.AAS.1.23a Identify the characters and settings in a story. ELA.AAS.1.23b Identify the beginning or end of a story.
1.24 Identify who is telling the story, using evidence from the text. a. Use the term narrator to refer to the speaker who is telling the story.	ELA.AAS.1.24 Identify who is telling the story.
1.25 Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.	
1.26 With prompting and support, use textual evidence to explain the central message or moral of a literary text.	
1.27 Make predictions using information found within a literary text.	
1.28 Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.	

<p>1.29 Compare and contrast texts.</p> <p>a. Compare and contrast characters, settings, and major events in literary texts.</p> <p>b. Describe the connections between individuals, events, ideas, or pieces of information in an informational text.</p> <p>c. Point out similarities and differences between two texts on the same topic.</p>	<p>EAL.AAS.1.29 Identify individuals, events, or ideas in an informational text.</p>
<p>Writing</p>	
<p>1.30 Write legibly, using proper pencil grip.</p> <p>a. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.</p> <p>b. Print first and last names using proper letter formation, capitalization, and punctuation.</p> <p style="padding-left: 40px;"><i>Examples: De’Andre McGill, Kim Mi-Sun, Juan de Jesus, Janie Parker</i></p> <p>c. Use lower case letters in the majority of written work, using capitals only when appropriate.</p> <p>d. Write letters of the English alphabet in alphabetical order from memory.</p>	<p>ELA.AAS.1.30 Hold a writing utensil and make an intentional mark on a surface when instructed.</p> <p>ELA.AAS.1.30a With prompting and support, trace or form letters, numbers, and shapes.</p> <p>ELA.AAS.1.30b With prompting and support, write first and last name.</p>
<p>1.31 Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.</p> <p>a. Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables.</p> <p style="padding-left: 40px;"><i>Examples: /k/=k before i, e, or y as in kit; /k/= c before a, o, u, or any consonant as in cup, cat, cop; /k/= -ck after an accented short vowel as in duck, back, rock, pick, deck</i></p> <p>b. Encode consonant-vowel (CV) words using knowledge of open syllable patterns.</p> <p style="padding-left: 40px;"><i>Examples: he, me, she, go, no</i></p> <p>c. Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.</p> <p style="padding-left: 40px;"><i>Examples: cl, bl, sl, tr, cr, sk, st, sl, sm, sn, sp, sw, dr, br, bl</i></p>	

Note: Many students spell the tr blend with digraph ch because of the confusion of the coarticulation of the /t/ and /r/ sounds. Many students spell the dr blend with the letter j because of the confusion of the coarticulation of the /d/ and /r/ sounds.

d. Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.

Examples: sh, th, ch, wh, ng, ck

e. Encode words with vowel-consonant-e syllable patterns.

Examples: hike, spike, joke, dime, make

f. With prompting and support, encode words with the common vowel teams and diphthongs.

Examples: ee, ea, oa, ai, a, au, aw, oi, oy, ou, ow, oo, igh

g. With prompting and support, encode words with vowel-r combinations ar, or, er, ir, and ur.

h. With prompting and support, encode words with final /ch/ sound spelled -ch and -tch .

Examples: /ch/= ch after a consonant, vowel-r, or vowel team as in munch, bunch, porch, smooch

/ch/= tch after a short vowel sound as in hatch, crutch, ditch

i. With prompting and support, encode words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound.

Examples: cliff, hill, pass

j. Encode words with final /v/ sound, using knowledge that no English word ends with a v.

Examples: have, give, save

k. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.

Examples: am, at, can, he, we, be, in, it, came, like

l. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern.

Examples: said, are, to

m. Encode words with suffixes -s, -es, -ing, -ed, -er, and -est.

<p><i>Examples: dogs, wishes, jumping, jumped, faster, fastest</i></p> <p>n. With prompting and support, encode words with common prefixes <i>re-</i>, <i>un-</i>, and <i>mis-</i>.</p> <p>o. With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.</p> <p><i>Examples: hear/here; for/four; to/too/two.</i></p> <p><i>Note: To is a preposition which begins a prepositional phrase or an infinitive. Too is an adverb meaning "excessively" or "also." Two is a number. Many other words in English which reflect the number two are spelled with tw: twin, twice, between, tweezers.</i></p>	
<p>1.32 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>a. Identify the required features of a sentence, including capitalization of the first word and end punctuation.</p> <p>b. Transcribe spoken words to demonstrate that print represents oral language.</p> <p>c. Compose a simple sentence, including a subject and a predicate, that expresses a complete thought.</p> <p>d. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.</p> <p>e. Write the correct number of words, with proper spacing, for a spoken phrase or sentence.</p> <p>f. Begin each sentence with a capital letter.</p> <p>g. Capitalize the pronoun <i>I</i> and names of individuals.</p> <p>h. Use commas in dates and words in a series.</p> <p>i. With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.</p> <p><i>Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory sentences</i></p>	<p>ELA.AAS.1.32 Identify that the first letter of a sentence needs to be a capital letter.</p>
<p>1.33 Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.</p>	

1.34 With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.	ELA.AAS.1.34 With prompting and support, compose narratives with a beginning, a middle, and an end.
1.35 With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.	ELA.AAS.1.35 With prompting and support, compose informative or explanatory texts by introducing a topic, providing one fact, and providing a conclusion.
1.36 With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.	ELA.AAS.1.36 With prompting and support, compose opinion pieces by introducing a topic, providing one detail, and providing a conclusion.
1.37 With prompting and support, write simple poems about a chosen subject.	
1.38 Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.	
1.39 Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.	
1.40 Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.	ELA.AAS.1.40 Identify feelings through the use of pictures or words.
1.41 Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.	
1.42 Participate in shared research and writing projects to answer a question or describe a topic. a. Recall information from experiences to contribute to shared research and writing projects. b. Gather information from provided sources.	
1.43 Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers.	

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

Grade 2 ELA

2021 Alabama Course of Study: English Language Arts

Alabama Alternate Achievement Standards

Oral Language

<p>2.1 Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.</p>	<p>ELA.AAS.2.1 Participate in discussions with adults and peers.</p>
<p>2.2 Present information orally using complete sentences, appropriate volume, and clear pronunciation.</p> <p>a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.</p> <p>b. Use complex sentence structures when speaking.</p> <p>c. Ask and answer questions to seek help, clarify meaning, or get information.</p>	<p>ELA.AAS.2.2 Share information to communicate about self or interest.</p>
<p>2.3 Demonstrate oral literacy skills by participating in a variety of oral language activities.</p> <p><i>Examples: creating oral stories, participating in oral dramatic activities, reciting poems and stories</i></p>	<p>ELA.AAS.2.3 Participate in oral language activities (i.e., songs, nursery rhymes).</p>
<p>2.4 Orally answer who, what, when, where, why, and how questions about a text or conversation, using complete sentences to provide key ideas and details.</p>	<p>ELA.AAS.2.4 Answer who, what, and when questions about a text or information presented.</p>
<p>2.5 Create recordings of stories or poems.</p>	
<p>2.6 Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation, and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas.</p>	
<p>2.7 Demonstrate standard English usage when speaking.</p> <p>a. Use collective nouns.</p> <p>b. Form and use frequently-occurring irregular plural nouns.</p> <p>c. Use reflexive pronouns.</p> <p>d. Form and use past tense forms of frequently-occurring irregular verbs.</p>	

<p>e. Use adjectives and adverbs.</p> <p>f. Produce and expand complete simple and compound sentences when speaking.</p>	
<p>Phonological Awareness/Phonemic Awareness</p>	
<p>2.8 Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.</p> <p><i>Examples: /f/ and /v/, /p/ and /b/, /k/ and /g/, /t/ and /d/, /ch/ and /sh/, /ě/ and /i/, /ě/, and /ǎ/</i></p>	
<p>2.9 Demonstrate advanced phonemic awareness skills in spoken words.</p> <p>a. Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word.</p> <p><i>Examples: Addition - Say bell. Now say bell, but add /t/ to the end of bell. (belt)</i> <i>Addition - Say block. Now say block, but add /t/ to the end of block. (blocked)</i> <i>Deletion - Say fin. Now say fin, but don't say /f/. (in)</i> <i>Deletion - Say range. Now say range, but don't say /j/. (rain)</i> <i>Substitution - Say strap. Now say strap, but change /a/ to /i/. (strip)</i> <i>Substitution - Say bleed. Now say bleed, but change the /ē/ to /ā/. (blade)</i></p> <p>b. Delete the initial sound in an initial blend in a one-syllable base word.</p> <p><i>Example: Say prank. Now say prank, but don't say /p/. (rank)</i></p> <p>c. With prompting and support, delete the medial and final sounds in blends in one syllable base words.</p> <p><i>Examples: Say snail. Now say snail, but don't say /n/. (sail)</i> <i>Say wind. Now say wind, but don't say /d/. (win)</i></p> <p>d. Apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next.</p> <p><i>Examples: bit, bet, bat; sat, sit; pit, pat</i></p>	<p>ELA.AAS.2.9 Participate in letter-sound correspondence.</p>

<p>e. With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last.</p> <p><i>Examples: fine, knife; cat, tack; park, carp</i></p>	
<p>Phonics</p>	
<p>2.10 Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p> <p>a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.</p> <p>b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.</p> <p><i>Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, li-on</i></p> <p>c. Decode and encode words with three-consonant blends and blends containing digraphs.</p> <p>d. Decode and encode words with consonant digraphs, trigraphs, and combinations.</p> <p><i>Examples: qu, sh, ch, th, ph, wh, tch, dge</i></p> <p>e. Decode and encode words with variable vowel teams and vowel diphthongs.</p> <p><i>Examples: oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay</i></p> <p>f. Decode and encode words with vowel-r combinations.</p> <p><i>Examples: ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur</i></p> <p>g. Decode and encode words that follow the <i>-ild</i>, <i>-ost</i>, <i>-old</i>, <i>-olt</i>, and <i>-ind</i> patterns.</p> <p><i>Examples: wild, most, cold, colt, mind</i></p> <p>h. Decode and encode words with a after w read /ă/ and a before l read /â/.</p> <p><i>Examples: wash, water, wasp; tall, all, talk, small, fall</i></p> <p>i. Decode and encode words with or after w read /er/.</p> <p><i>Examples: world, word, worm, worst, work</i></p> <p>j. Decode and encode words with the hard and soft sounds of c and g, in context and in isolation.</p>	<p>ELA.AAS.2.10 Identify a phoneme (sound) with its grapheme (letter).</p> <p>ELA.AAS.2.10c Encode concrete CVC spelled words (e.g., cat, dog, mat, mom, dad).</p>

<p><i>Examples: c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y</i> <i>g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y</i></p> <p>k. Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words. <i>Examples: fly, my; baby, happy; myth, gym</i></p> <p>l. Decode words with silent letter combinations. <i>Examples: kn, mb, gh</i></p> <p>m. Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition. <i>Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly</i></p> <p>n. Decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity. <i>Examples: decodable - number, way, my, than, word decodable except for one irregularity - other (o is schwa), from- (o is schwa) what - (a is schwa or short o depending on dialect)</i></p> <p>o. Decode and encode contractions with am, is, has, not, have, would, and will. <i>Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll</i></p>	
Fluency	
2.11 Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.	ELA.AAS.2.11 Read aloud concrete CVC and environmental print words.
2.12 Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.	
2.13 Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.	
2.14 Read high-frequency words commonly found in grade-appropriate text.	ELA.AAS.2.14 Read high-frequency words commonly found in a variety of text.

<p><i>Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.</i></p>	
<p>Vocabulary</p>	
<p>2.15 Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.</p>	<p>ELA.AAS.2.15 Identify the meaning of academic and content-specific vocabulary.</p>
<p>2.16 Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</p> <p>a. Use knowledge of antonyms and synonyms. b. Distinguish shades of meaning among verbs and adjectives.</p> <p><i>Examples: Act out jog, gallop, and sprint to distinguish shades of meaning in words related to run.</i></p> <p style="padding-left: 40px;"><i>pretty, beautiful, gorgeous; tiny, small, petite</i></p> <p>c. Use knowledge of homophones to determine use of the correct word. d. With prompting and support, interpret figurative language.</p>	<p>ELA.AAS.2.16a Identify common synonyms (same or similar) (e.g., cold/cool, huge/giant, happy/glad).</p> <p>ELA.AAS.2.16b Identify common antonyms (opposite or different) (e.g., on/off, hot/cold).</p>
<p>2.17 Analyze meaningful parts of words and phrases in discussions and/or text.</p> <p>a. Identify possessives and plurals and use them as clues to the meaning of text.</p> <p><i>Example: girl’s dress; boys’ game; cats, cat’s, cats’; houses, house’s shutters</i></p> <p>b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.</p> <p><i>Examples: -less, -ful, -est</i></p>	<p>ELA.AAS.2.17 Identify plural words.</p>

<p><i>Note: Adding suffix -est changes an adjective to a superlative adjective; adding suffix -ful changes the part of speech.</i></p>	
<p>2.18 Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.</p>	
<p>2.19 Identify new vocabulary and the use of word meanings in text to establish real-life connections.</p>	
<p>2.20 Use grade-level academic and domain-specific vocabulary to gain meaning from text.</p>	
<p>2.21 Use grade-level academic and domain-specific vocabulary in writing.</p>	
<p>Comprehension</p>	
<p>2.22 Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.</p>	
<p>2.23 Identify the main story elements in a literary text.</p> <p>a. Explain the plot of a narrative, using textual evidence to list the major events in sequence.</p> <p>b. Describe the characters’ traits, feelings, and behaviors in a story.</p> <p>c. Describe the setting of a narrative, using textual evidence.</p> <p>d. Identify the central message or moral of a story.</p> <p>e. Identify the theme in myths, fables, and folktales.</p>	<p>ELA.AAS.2.23 Identify a story element in a literary text (i.e., event, character, character feeling, setting, central message).</p>
<p>2.24 Identify the main idea and supporting details of literary and informational texts.</p> <p>a. Explain how the supporting details contribute to the main idea.</p> <p>b. Recount or summarize key ideas from the text.</p>	<p>ELA.AAS.2.24a Identify the main idea of literary and informational texts.</p> <p>ELA.AAS.2.24b Identify supporting details of literary and informational texts.</p>
<p>2.25 Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.</p> <p>a. Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.</p> <p>b. Explain how specific features can clarify a text or enhance comprehension.</p>	<p>ELA.AAS.2.25 Identify parts of a book (i.e., title, author).</p>

<p>2.26 Compare and contrast important details presented by two texts on the same topic or theme.</p> <p>a. Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view.</p> <p><i>Examples: The Three Little Pigs and The True Story of the Three Little Pigs ; Cinderella and The Rough-Face Girl</i></p> <p>b. Compare and contrast story elements of literary texts.</p> <p><i>Examples: characters, settings, sequence of events, plots</i></p>	
<p>2.27 Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.</p>	<p>ELA.AAS.2.27a Identify what happens at the beginning or the end of a literary text.</p> <p>ELA.AAS.2.27b Identify what happens at the beginning or the end of an informational text.</p>
<p>2.28 Establish a purpose before reading literary and informational texts to enhance comprehension.</p> <p><i>Examples: for pleasure, to identify main idea, to gather information or facts on a topic</i></p>	
<p>2.29 With prompting and support, identify and interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level.</p> <p><i>Examples: pronoun references, word substitution using synonyms, conjunctions</i></p>	
<p>2.30 Read and comprehend literary and informational texts.</p> <p>a. State and confirm predictions about a text.</p> <p>b. Use background knowledge to make connections to new text.</p> <p>c. Draw conclusions based on the text.</p>	<p>ELA.AAS.2.30 Identify a prediction about a literary or informational text when shown an illustration or title.</p>
<p>2.31 Use information from a text to determine the author’s purpose in different forms of informational and literary texts.</p>	
<p>2.32 Identify rhyme schemes in poems or songs.</p>	
<p>2.33 Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.</p>	

<p>2.34 Differentiate between fact and opinion in a text.</p> <p>a. Use prior knowledge and information gathered from research to evaluate opinions in texts.</p> <p>b. Use textual evidence and gathered research from reliable sources to prove facts.</p>	
<p>2.35 Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.</p>	<p>ELA.AAS.2.35 Answer questions about a text read aloud (i.e., who, what, where, when).</p>
<p>2.36 Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, and so, to help build syntactic awareness and comprehension at the sentence level.</p>	
<p>Writing</p>	
<p>2.37 Write legibly.</p> <p>a. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.</p> <p>b. Demonstrate cursive writing strokes, including undercurve, overcurve, downcurve, and slant.</p> <p>c. Form uppercase and lowercase letters in cursive.</p>	<p>ELA.AAS.2.37 Hold a writing utensil and make an intentional mark on a surface when instructed.</p> <p>ELA.AAS.2.37a With prompting and support, trace or form letters, numbers, and shapes.</p> <p>ELA.AAS.2.37b With prompting and support, write name.</p>
<p>2.38 Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.</p> <p>a. Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.</p> <p>b. Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, di-et</i></p> <p>c. Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j. <i>Examples: have, give, save; cage, rage, budge, lodge</i></p> <p>d. Encode one- and two-syllable words with long and short vowel patterns.</p>	

e. Encode words with two- and three-consonant blends, including those containing digraphs.

Examples: st, sm, sn, sl, cl, dr, br, bl, str, scr, thr, squ, spl, spr

f. Encode words with consonant digraphs, trigraphs, and combinations.

Examples: ph, gh, ch, sh, wh, th, ng, tch, dge, qu

g. Encode words with the common vowel teams, including diphthongs.

Examples: ai, ay, ea, ee, ei, igh, oa, ow, ou, ue, ew, eigh

h. Encode words with vowel-r combinations.

Examples: ar, or, ir, er, ur, air, ear, oar

i. Encode words that follow the -ild, -ost, -old, -olt, and -ind patterns.

Examples: wild, cold, most, colt, mind

j. Encode words with a after w read /ä/ and a before l read /â/.

Examples: wash, water, wasp; tall, all, talk, small, fall

k. Encode words with or after w read /er/.

Examples: world, word, worm, worst, work

l. Encode words with hard and soft c and g.

Examples: carry, cent; game, giraffe

m. Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /i/ sound for these words.

Examples: fly, my; baby, happy; myth, gym

n. Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.

Examples: pro-, trans-, non-, mid-, -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly

o. Encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.

Examples: decodable - number, way, my, than, word

<p><i>decodable except for one irregularity - other (o is schwa); from- (o is schwa);</i></p> <p><i>what- (a is schwa or short o depending on dialect)</i></p> <p>p. Encode contractions with am, is, has, not, have, would, and will, using apostrophes appropriately. <i>Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll</i></p> <p>q. Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning. <i>Examples: their/they're/there; eight/ate; cent/scent/sent</i></p>	
<p>2.39 Organize a list of words into alphabetical order according to first, second, and third letters.</p>	
<p>2.40 Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.</p>	<p>ELA.AAS.2.40 Compose personal or fictional narratives by introducing a character, identifying an event, and providing an ending related to the event sequence.</p>
<p>2.41 Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.</p>	<p>ELA.AAS.2.41 Compose informative or explanatory texts by introducing a topic, providing one fact, and providing a conclusion.</p>
<p>2.42 Write an opinion piece about a topic or text with details to support the opinion, using transitional words and providing a sense of closure.</p>	<p>ELA.AAS.2.42 Compose an opinion piece by introducing a topic, providing one detail, and providing a conclusion.</p>
<p>2.43 Write complete sentences demonstrating knowledge of punctuation conventions.</p> <p>a. Utilize commas with words in a series in a sentence.</p> <p>b. Use apostrophes to form contractions and possessives. <i>Examples: contractions with am, is, has, not (I'm, she's, don't)</i></p> <p>c. Use punctuation to set off interjections.</p> <p>d. Expand sentences using frequently-occurring conjunctions. <i>Examples: because, so, but</i></p>	<p>ELA.AAS.2.43 Identify the correct ending punctuation (i.e., period, question mark) to a simple sentence.</p>
<p>2.44 With prompting and support, compose and develop a well-organized paragraph with a topic</p>	<p>ELA.AAS.2.44 Identify a topic sentence or a supporting detail that could be added to a paragraph.</p>

<p>sentence, details to support, and a concluding sentence.</p>	
<p>2.45 Demonstrate understanding of standard English language conventions when writing.</p> <ul style="list-style-type: none"> a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. b. Form regular nouns and verbs by adding -s or -es. c. Form and use simple present and past verb tenses. d. Form plurals by changing -y to -ies. e. Form and use frequently-occurring irregular plural nouns and verbs. f. Use plural possessives. 	<p>ELA.AAS.2.45 Identify the noun or verb that completes a sentence.</p>
<p>2.46 Gather and use research to answer questions to complete a research product.</p> <ul style="list-style-type: none"> a. Create topics of interest for a research project. b. Create questions to gather information for a research project. c. Find information from a variety of sources. <i>Examples: books, magazines, newspapers, digital media</i> d. Define plagiarism and explain the importance of using their own words. 	

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

Grade 3 ELA

2021 Alabama Course of Study: English Language Arts

Alabama Alternate Achievement Standards

Oral Language

3.1 Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.
 a. Elaborate on responses in conversations and discussions.
Examples: use precise, descriptive language; build upon previously expressed ideas

ELA.AAS.3.1 Participate in discussions with adults and peers.

3.2 Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.
 a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

3.3 Apply oral literacy skills by participating in a variety of oral language activities.
Examples: plays, dramas, choral readings, oral reports

3.4 Ask and answer questions using complete sentences and grade-level vocabulary.

ELA.AAS.3.4 Ask and answer questions with adults and peers.

3.5 Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.

ELA.AAS.3.5 State a feeling or an opinion.

3.6 Use digital tools to enhance oral presentations, working collaboratively.

Phonological Awareness/Phonemic Awareness

3.7 Demonstrate advanced phonemic awareness skills in spoken words.
 a. Delete phonemes in initial and final blends of a spoken word.
Examples: Say smoke. Now say smoke, but don't say /m/. (soak)
Say best. Now say best, but don't say /s/. (bet)
 b. Substitute phonemes in initial and final blends in a spoken word.
Examples: Say sweep. Now say sweep, but change the /w/ to /l/. (sleep)
Say list. Now say list, but change the /s/ to /f/. (lift)

ELA.AAS.3.7 Identify letter-sound correspondence.

<p>c. Reverse phonemes in a spoken word. <i>Examples: Say safe. Now say safe but say the last sound first and the first sound last. (face)</i> <i>Say slack. Now say slack but say the last sound first and the first sound last. (class)</i></p> <p>d. In a series of words, apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next. <i>Examples: sap, lap, lip, slip, slit, lit; gob, cob, cub, cup, cap; train, rain, lane, lame, blame</i></p> <p>e. Use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes. <i>Examples: Say photograph. Change graph to cell. (photocell)</i> <i>Say anytime. Change time to where. (anywhere)</i> <i>Say blocked. Change /t/ to /ing/. (blocking)</i></p>	
<p>Phonics</p>	
<p>3.8 Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p> <p>a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables.</p> <p>b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et</i></p> <p>c. Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph eigh, combinations, diphthongs, and silent letter combinations. <i>Examples: spl-, str-, scr-, squ-; th, sh, ch, ck, ph; tch, dge, igh; er, ir, ar, or; oi, oy, ou, ow; kn, gn, mb, wr, gh</i></p>	<p>ELA.AAS.3.8 Encode CVC and CVCC (e.g., ball, pull, bump, send, milk jump) spelled words.</p>

d. Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.

Examples: y can be read /y/ in yet, /ē/ in candy, /ī/ in fly

digraph ch can be read /ch/ in chair, /sh/ in chef, and /k/ in school

diphthong ow is read /ou/ in cow, but digraph ow is read /ō/ in snow

e. Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the schwa sound when appropriate.

Examples: the noun con'vict vs. the verb con/vict'; the noun pro'duce vs. the verb pro/duce'

f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.

Examples: fore-, anti-, post-, sub-; -ment, -hood, -er, -or; port, ject, form, dict

g. Decode and encode contractions with am, is, has, not, have, would, and will.

Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll

h. Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning.

Examples: hear/here; night/knight; tacks/tax

i. Decode and encode words with hard and soft c and g.

j. Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.

Fluency	
3.9 Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.	
3.10 Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.	ELA.AAS.3.10a Read aloud CVC words and environmental print words. ELA.AAS.3.10b Read aloud a simple sentence.
3.11 Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.	
3.12 Read high-frequency words commonly found in grade-appropriate text accurately and automatically. <i>Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as "sight words" that need to be memorized as a whole word, unless there are no regular correspondences in the word. "Of" is an example of a word with no regular correspondences.</i>	ELA.AAS.3.12 Read high-frequency words commonly found in a variety of text.
Vocabulary	
3.13 Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.	
3.14 Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives. a. Determine meaning of words using synonyms in context. b. Determine meaning of words using antonyms as a clue. c. Describe the similarities and differences between related words.	ELA.AAS.3.14 Identify common synonyms (same or similar) and antonyms (opposite or different) (e.g., happy/glad, hot/cold).

<p>d. Use knowledge of homophones to determine appropriate use of words.</p> <p>e. Interpret figurative language.</p> <p>f. Identify relationships and nuances in word meanings to determine real-life connections between words and their use.</p> <p><i>Examples: Discuss relationships in words related to home (house, residence, habitat) and give reasons for choosing a particular word in speaking or writing.</i></p> <p><i>Distinguish shades of meaning in words related to bad (terrible, awful, horrible) and give reasons for choosing a particular word in speaking or writing.</i></p> <p><i>Distinguish shades of meaning in words related to talk (yell, scream, bellow) and give reasons for choosing a particular word in speaking or writing.</i></p>	
<p>3.15 Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</p> <p>a. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections.</p> <p><i>Examples: affixes -less, -ful, pro-, trans-; roots aqua, cent, port, form, ject, spect, dict, tend, fer</i></p> <p>b. Apply knowledge of the changes in tense (-ed), number (-s) , and degree (-er and -est) signified by inflected endings to determine the meaning of a word.</p> <p>c. Identify common and derivational prefixes and suffixes and use them as clues to a word’s meaning.</p> <p><i>Examples: pre-, re-, mis-; -ly, -less, -ful, -able, -ment</i></p> <p>d. Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words.</p> <p>e. Sort words with shared and varied suffixes by parts of speech.</p>	<p>ELA.AAS.3.15b Identify singular and plural words.</p>
<p>3.16 Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.</p>	<p>ELA.AAS.3.16 Identify the meaning of academic and content-specific vocabulary.</p>
<p>3.17 Use grade-level academic and domain-specific vocabulary in writing.</p>	

Comprehension	
3.18 Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.	
3.19 Determine the explicit or implied main idea and supporting details of a text. a. Explain how supporting details contribute to the main idea, using textual evidence. b. Recount or summarize the key ideas from the text.	ELA.AAS.3.19a Identify the main idea of literary and informational texts. ELA.AAS.3.19b Identify supporting details of literary and informational texts.
3.20 Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters. <i>Examples: reading for pleasure, application, or information; to identify a theme or an author's purpose</i>	
3.21 Identify and interpret various cohesive devices that link words and sentences to one another within the text. <i>Examples: pronoun references, conjunctions, word substitution using synonyms</i> <i>Note: Working with cohesive devices is a scaffold to building comprehension at both sentence and paragraph levels.</i>	
3.22 Describe literary elements within a story, including setting, plot, characters, and themes. a. Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story. b. Explain how the characters' actions and dialogue contribute to the meaning of the story. c. Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage. d. Compare and contrast the themes, settings, and plots from two texts.	ELA.AAS.3.22 Identify story elements in literary text (i.e., events, characters, character feelings, setting, central message).
3.23 Identify and use text features in informational passages to locate information. <i>Examples: headings, photographs, illustrations, labels, charts, graphs, legends</i> a. Explain how text features support details in the text.	

<p>b. Explain how illustrations contribute to meaning in a story.</p> <p>c. Interpret text features used in written and digital formats.</p>	
<p>3.24 Identify the text structures within literary and informational texts.</p> <p>a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.</p>	<p>ELA.AAS.3.24a Determine the beginning (first), middle (next or second), and end (last) of a literary text.</p> <p>ELA.AAS.3.24b Determine the beginning (first), middle (next or second), and end (last) of an informational text.</p>
<p>3.25 Identify statements in informational texts as facts or opinions.</p> <p>a. Use prior knowledge and/or details from the text to distinguish fact from opinion.</p> <p>b. Use information gathered from research to evaluate opinions.</p>	<p>ELA.AAS.3.25 Identify whether a sentence from a text is a fact or an opinion.</p>
<p>3.26 Use text comparisons (text to text, text to self, and text to world) to make meaning.</p> <p>a. Use prior knowledge to determine similarities between texts they are reading and texts they have previously read.</p> <p>b. Compare different versions of the same story.</p>	
<p>3.27 Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning.</p> <p><i>Examples: personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile</i></p>	
<p>3.28 Identify the narration of a literary text as first person or third person.</p>	
<p>3.29 Determine the main idea of a text read aloud or information presented in an audible format.</p>	<p>ELA.AAS.3.29 Identify the main idea of a text read aloud.</p>
<p>3.30 Use grade-level academic and domain-specific vocabulary to gain meaning from text.</p>	
<p>Writing</p>	
<p>3.31 Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.</p>	<p>ELA.AAS.3.31 Write first and last name.</p>
<p>3.32 Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.</p>	

<p>a. Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et</i></p> <p>b. Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables.</p> <p>c. Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph <i>eigh</i>, vowel <i>y</i>, hard and soft <i>c</i> and <i>g</i>, silent letter combinations, and contractions.</p> <p>d. Encode words with less common prefixes, suffixes, and common Latin roots. <i>Examples: prefixes: fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post</i> <i>suffixes: -y, -ly, -ful,-ment, -hood, -less, -ness, -er, -or, -en</i> <i>Latin roots: port, form, ject, spect, dict, tend, fer</i></p> <p>e. Encode frequently confused homophones accurately, using context to determine correct spelling. <i>Examples: hear/here; night/knight; tacks/tax</i></p>	
<p>3.33 Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.</p>	<p>ELA.AAS.3.33 Compose personal or fictional narratives by introducing a character, identifying an event, and providing an ending related to the event sequence.</p>
<p>3.34 Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.</p>	<p>ELA.AAS.3.34 Compose informative or explanatory texts by introducing a topic, providing one fact, and providing a conclusion.</p>
<p>3.35 Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion.</p>	<p>ELA.AAS.3.35 Compose an argumentative text by stating a topic, providing reasons that support your argument, and providing an appropriate conclusion related to the topic.</p>
<p>3.36 Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</p> <p>a. Use articles <i>a, an,</i> and <i>the</i> correctly.</p>	<p>ELA.AAS.3.36a Identify a capital letter at the beginning of a first name.</p> <p>ELA.AAS.3.36b Identify a capital letter at the beginning of a sentence.</p>

<p>b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.</p> <p>c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.</p> <p>d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.</p>	<p>ELA.AAS.3.36c Identify the correct punctuation used at the end of a sentence (i.e., period, question mark).</p>
<p>3.37 Compose simple, compound, and complex sentences with correct subject-verb agreement.</p> <p>a. Identify and correct sentence fragments and run-on sentences.</p> <p>b. Identify the subject and predicate of a sentence.</p>	<p>ELA.AAS.3.37 Identify the correct noun or verb tense that completes a sentence.</p>
<p>3.38 Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.</p>	<p>ELA.AAS.3.38 Identify a topic sentence or a supporting detail that could be added to a paragraph.</p>
<p>3.39 Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation.</p>	
<p>3.40 Use grade-level and domain-appropriate vocabulary in writing.</p> <p>a. Use specific vocabulary to develop a story.</p> <p>b. Use specific vocabulary to explain or inform on a topic.</p>	
<p>3.41 Use words and phrases in writing for effect and elaboration.</p> <p>a. Use transition words and phrases for sentence variety.</p>	
<p>3.42 Write poetry or prose in response to visual images to interpret their meanings.</p>	

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

Grade 4 ELA

2021 Alabama Course of Study: English Language Arts

Alabama Alternate Achievement Standards

Phonics

4.1 Apply knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, and morphological structure to read unfamiliar multisyllabic words accurately, both in context and in isolation.

ELA.AAS.4.1 Know and apply grade-level phonics and word analysis skills in decoding multisyllabic words in context and in isolation.

4.2 Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and “leftovers” including odd and *schwa* syllables.
Examples: dam-age, ac-tive, na-tion

4.3 Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.

ELA.AAS.4.3 Use knowledge of prefixes to decode a word (i.e., *re-*, *un-*, *pre-*).

4.4 Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.

ELA.AAS.4.4 Use prefixes to create and identify new words (i.e., *re-*, *un-*, *mis-*).

Fluency

4.5 Demonstrate fluency when reading grade-level text and when responding through writing or speaking.

ELA.AAS.4.5 Demonstrate fluency when reading simple sentences.

4.6 Read grade-level text orally with appropriate pauses, phrasing, stress, intonation, rate, and integration to support comprehension.

4.7 Read words with irregular and regular spelling patterns accurately and automatically.

ELA.AAS.4.7 Read high-frequency words commonly found in a variety of text.

4.8 Write routinely and independently in response to text.

ELA.AAS.4.8 Write routinely for a variety of tasks and/or purposes.

Vocabulary

4.9 Accurately interpret general academic and domain-specific words and phrases.

ELA.AAS.4.9 Identify academic and unit/lesson-specific words (vocabulary).

4.10 Interpret words and phrases, including figurative language, as they are used in a text.
a. Explain how specific word choices shape meaning or tone.
b. Explain how figurative language contributes to the meaning of text, including simile,

ELA.AAS.4.10b Identify the meaning of figurative language (i.e., simile, metaphor).

ELA.AAS.4.10c Identify synonyms (same or similar) and antonyms (opposite or different) (e.g., happy/glad, hot/cold).

metaphor, alliteration, personification, hyperbole, and idioms. c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.	
4.11 Use commonly misused words correctly in writing. <i>Examples: accept/except; effect/affect; racket/racquet; its/it's; your/you're; our/are; quiet/quit/quite</i>	
4.12 Consult reference materials to find the pronunciation of unknown words and phrases.	
4.13 Use grade-appropriate general academic and domain-specific words and phrases in presentations and discussions.	
Comprehension	
4.14 Demonstrate comprehension of literary and informational text by utilizing its content when discussing or writing in response to the text.	ELA.AAS.4.14a Answer who, what, when, and where questions to demonstrate understanding of a literary text. ELA.AAS.4.14b Answer who, what, when, and where questions to demonstrate understanding of an informational text.
4.15 Analyze in depth a character, setting, or event in a story or drama, drawing on specific details in the text. a. Identify and explain attitudes and influences of multiple characters within a text. b. Explain how the main character changes throughout the story, using explicit evidence from the text. c. Make an inference about a character's behavior, the setting, and/or specific events, using explicit details from the story.	ELA.AAS.4.15 Describe a character, a setting, or an event in a story.
4.16 Describe how authors use literary devices and text features to convey meaning in prose, poetry, and drama. a. Identify clues in the text to recognize implicit meanings. b. Apply prior knowledge to textual clues to draw conclusions about the author's meaning. c. Make an inference about the meaning of a text and support it with textual evidence.	
4.17 Identify the narrator's point of view in a literary text and explain how it differs from a character's perspective.	

<p>a. Explain the difference between first person and third person narration, including omniscient and third person limited.</p> <p>b. State an opinion of the author's use of narration, supporting reasoning with examples from the text.</p>	
<p>4.18 Identify the point of view in a narrative and describe how the narrative would be different if told from the perspective of a different character or narrator.</p> <p>a. Compare and contrast firsthand and secondhand accounts of the same event or topic, describing the differences in focus and the information provided.</p> <p>b. Compare the perspectives of different characters within a text.</p>	
<p>4.19 Compare and contrast the treatment of similar themes in stories, myths, and traditional literature from different cultures.</p> <p>a. Determine and state an implied theme, explicit theme, or life lesson from a myth, story, or other traditional literature.</p> <p>b. Analyze a common or shared theme and its development in stories, myths, and/or other traditional literature.</p>	
<p>4.20 Use details and examples from a text to indicate what the text explicitly states.</p> <p>a. Interpret facts from an informational article, using details and examples from the text to explain the interpretation.</p> <p>b. List the main questions answered by an informational article.</p> <p>c. Categorize statements in an article or other informational text as fact or opinion and give reasons for each choice.</p> <p>d. Explain the differences between primary and secondary sources, giving examples from texts.</p>	<p>ELA.AAS.4.20 Identify whether a sentence from a text is a fact or an opinion.</p>
<p>4.21 Explain how relevant details support the implied or explicit main idea of a text.</p> <p>a. Determine the central idea or theme of a text.</p> <p>b. Explain the difference between implied and explicit details.</p> <p>c. Summarize the key supporting details by citing evidence from a text.</p>	<p>ELA.AAS.4.21a Identify the central idea of a literary text.</p> <p>ELA.AAS.4.21c Identify key details from a text.</p>
<p>4.22 Analyze events, procedures, ideas, or concepts in informational texts, including what</p>	<p>ELA.AAS.4.22 Identify events, procedures, ideas, or concepts of an informational text.</p>

<p>happened and why, based on specific information in the text.</p> <p>a. Cite evidence to explain the author's perspective toward a topic in an informational text.</p>	
<p>4.23 Evaluate how text features and structures contribute to the meaning of an informational text.</p> <p>a. Identify and describe the structures within a text, including description, comparison and contrast, sequence, problem and solution, and cause and effect.</p> <p>b. Interpret information from text features in both print and digital formats.</p>	
<p>4.24 Explain how an author uses reasons and evidence to support particular points and claims in an informational text or argument.</p> <p>a. Make text-based inferences to determine possible reasons for an author's stance.</p>	<p>ELA.AAS.4.24 Identify reasons or evidence that support the main idea in an informational text.</p>
<p>4.25 Explain how the form of a poem contributes to its meaning.</p>	<p>ELA.AAS.4.25 Participate in poetry readings and identify rhyming words.</p>
<p>4.26 Analyze how rhythm and rhyme in poetry contribute to meaning.</p>	
<p>4.27 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>ELA.AAS.4.27 Identify details about a topic presented by a speaker.</p>
<p>4.28 Write clear and coherent responses to texts, using explicit or implicit evidence that supports a particular point.</p>	
<p>4.29 Add audio recordings to presentations, when appropriate, to enhance the development of main ideas or themes.</p>	
<p>4.30 Synthesize information on a topic in order to write or speak knowledgeably about the subject.</p> <p>a. Make complex inferences within and across texts to determine the importance of information.</p> <p>b. Use evidence to explain information across texts including different perspectives and/or points of view.</p>	
<p>4.31 Orally paraphrase portions of a text or information presented in diverse media when collaborating and/or presenting.</p>	

Writing	
4.32 Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, both independently and with support, demonstrating grade-level proficiency.	ELA.AAS.4.32 Compose a summary that conveys understanding of a literary or an informational text.
4.33 Use research to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. a. Introduce a research topic clearly and group related ideas. b. Integrate and cite evidence to present research findings in written form. c. Paraphrase portions of texts or information presented in diverse media and formats.	
4.34 Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing.	
4.35 Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.	ELA.AAS.4.35 Compose narratives by introducing a narrator or characters, organizing events in sequence, and providing an ending related to the event sequence.
4.36 Write informative or explanatory text about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion.	ELA.AAS.4.36 Compose informative or explanatory text by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.
4.37 Write an argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from relevant sources, and linking words to connect their argument to the evidence.	ELA.AAS.4.37 Compose argumentative texts by stating a topic, providing reasons that support the argument, and providing an appropriate conclusion related to the topic.
4.38 Compose complete sentences with correct subject-verb agreement, punctuation, and usage. a. Order adjectives within sentences according to conventional patterns. <i>Example: a small red bag rather than a red small bag</i> b. Form and use prepositional phrases and conjunctions. c. Recognize and correct sentence fragments and run-on sentences. d. Use commas, apostrophes, and quotation marks correctly.	ELA.AAS.4.38 Identify correct capitalization, including days of the week, months, and names with titles (e.g., Dr. Smith, Uncle Pat, Aunt Mary).

<p>e. Use correct capitalization, including familial relations and proper adjectives.</p> <p>f. Spell grade-appropriate words correctly, consulting references as needed.</p>	
<p>4.39 Demonstrate command of the conventions of standard English grammar and usage.</p> <p>a. Use relative pronouns who, whose, which, and that, relative adverbs where, when, and how, and irregular possessive nouns.</p> <p>b. Form and use the progressive verb tenses. <i>Examples: I was walking, I am walking</i></p> <p>c. Use modal auxiliaries to convey various conditions. <i>Examples: can, may, must</i></p>	<p>ELA.AAS.4.39a Identify the correct possessive noun that completes a sentence.</p> <p>ELA.AAS.4.39b Identify the correct verb tense that completes a sentence.</p>
<p>4.40 Compose friendly and formal letters using appropriate elements, including date, greeting, body, and a signature.</p> <p>a. Write return address and mailing address in the proper locations on an envelope.</p>	
<p>4.41 Present an opinion orally, sequencing ideas logically and using relevant facts.</p> <p>a. Express appropriate and meaningful responses to questions posed by others.</p>	
<p>4.42 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, and speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>a. Articulate ideas, claims, and perspectives in a logical sequence, presenting information, findings, and credible evidence from multiple sources and modalities to enhance listeners' understanding.</p>	

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

Grade 5 ELA

2021 Alabama Course of Study: English Language Arts

Alabama Alternate Achievement Standards

Phonics

5.1 Apply phonics and word analysis skills to encode and decode words in grade-level texts.

ELA.AAS.5.1 Apply phonics skills to decode words.

5.2 Use combined knowledge of letter-sound correspondences, appropriate blending, syllabication patterns, morphology, and word attack skills to read unfamiliar multisyllabic, grade-level words accurately in context and in isolation.

ELA.AAS.5.2 Use letter-sound knowledge to read common sight words.

5.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

ELA.AAS.5.3 Identify the meaning of simple multiple-meaning words (e.g., bat, fly, bark, can, sink, star, jam) as used in a sentence.

5.4 Write familiar and unfamiliar multisyllabic, grade-level appropriate words accurately in context and in isolation.

Fluency

5.5 Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.

ELA.AAS.5.5 Demonstrate fluency when reading simple literary text and simple informational text.

5.6 Read grade-level text orally with accuracy, automaticity, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary.

5.7 Write routinely and independently for varied amounts of time.

ELA.AAS.5.7 Write routinely for a variety of tasks and/or purposes.

5.8 Orally present information and original ideas clearly.

5.9 Express ideas clearly and effectively to diverse partners or groups.

- Pose and respond to explicit questions in ways that contribute to the discussion and elaborate on the remarks of others.
- Verbally summarize information read aloud or presented in diverse media and formats.
- Report orally on a topic or text, sequencing ideas logically and supporting main ideas with appropriate facts and relevant details.
- Speak clearly at an understandable rate.

<p>5.10 Respond directly to specific information shared by others in classroom discussion, using facts to support the ideas being discussed.</p> <p>a. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussion.</p>	
<p>Vocabulary</p>	
<p>5.11 Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.</p>	
<p>5.12 Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.</p> <p>a. Locate similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms and interpret their meanings in context.</p> <p>b. Explain the meanings of common idioms, adages, and proverbs.</p> <p>c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.</p> <p>d. Explain how an author’s vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.</p> <p>e. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meanings of words.</p>	<p>ELA.AAS.5.12 Identify academic and unit/lesson-specific words (vocabulary).</p> <p>ELA.AAS.5.12a Identify the meaning of figurative language (i.e., simile, metaphor, idioms).</p> <p>ELA.AAS.5.12c Identify synonyms (same or similar) and antonyms (opposite or different) (e.g., happy/glad, hot/cold).</p> <p>ELA.AAS.5.12e Use knowledge of prefixes to identify the meaning of a word (i.e., <i>re-</i>, <i>un-</i>, <i>pre-</i>).</p>
<p>5.13 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p>	
<p>5.14 Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.</p>	
<p>5.15 Use grade-appropriate general academic and domain-specific words and phrases during presentations and discussion.</p>	

Comprehension	
5.16 Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.	ELA.AAS.5.16 Demonstrate understanding of varied texts while actively engaged in shared reading.
5.17 Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. <i>Examples: theme, plot, point of view</i>	ELA.AAS.5.17 Identify a story element in a literary text (i.e., events, characters, setting, theme).
5.18 Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.	
5.19 Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.	ELA.AAS.5.19 Identify a conflict (i.e., problem and its solution) in a story.
5.20 Explain how the author's use of character types throughout a narrative helps drive its plot. <i>Examples: static, dynamic, and stock characters</i>	
5.21 Compare and contrast characters, points of view, or events in two or more literary texts.	ELA.AAS.5.21 Identify and compare characters in two or more literary texts.
5.22 Determine the implied and/or explicit main idea in literary and informational texts.	ELA.AAS.5.22a Identify the main idea of a literary text. ELA.AAS.5.22b Identify the main idea of an informational text.
5.23 Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence. a. Analyze common themes of diverse texts with support from textual evidence. b. Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence.	ELA.AAS.5.23a Identify common themes of diverse texts. ELA.AAS.5.23b Summarize a story.
5.24 Determine and evaluate the effectiveness of digital and print text features and structures, including comparison and contrast, problem and solution, and cause and effect. a. Identify various text features used in diverse forms of text. b. Compare and contrast the overall structure of events, ideas, concepts, or information in multiple texts.	

<p>5.25 Determine credibility and appropriateness of a research source by distinguishing between fact and the author’s opinion in informational text.</p>	<p>ELA.AAS.5.25 Identify whether information is a fact or an opinion in an informational text.</p>
<p>5.26 Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.</p> <p>a. Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.</p> <p>b. Compare and contrast the approaches to theme in several stories within a genre.</p> <p>c. Locate information quickly within a text and apply information from multiple sources to analysis of the topics.</p> <p>d. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>e. Compare the approaches of several authors of articles about the same or similar topics.</p>	<p>ELA.AAS.5.26d Identify key points from an informational text.</p> <p>ELA.AAS.5.26e Identify differences in articles written by different authors on same or similar topics.</p>
<p>5.27 Review the key ideas expressed in a text and draw conclusions, using facts to support them.</p>	
<p>5.28 Use audio and/or visual sources of information to obtain the answer to a question.</p>	<p>ELA.AAS.5.28 Answer who, what, when, and where questions when listening to a presentation.</p>
<p>5.29 Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.</p> <p>a. Use textual evidence to support summarization.</p> <p>b. Cite appropriately when summarizing.</p>	
<p>5.30 Quote literary and informational texts accurately to support conclusions and inferences drawn from them.</p>	
<p>5.31 Include multimedia components and visual displays in presentations to enhance the development of main ideas or themes when appropriate.</p>	
<p>Writing</p>	
<p>5.32 Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.</p>	<p>ELA.AAS.5.32 Compose a summary that conveys understanding of a literary or an informational text.</p>
<p>5.33 Write fluently and legibly in cursive, using correctly formed letters with appropriate</p>	

<p>spacing and placing text elements correctly on the page.</p> <p><i>Examples: headings, titles, paragraph indentions</i></p>	
<p>5.34 Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.</p>	<p>ELA.AAS.5.34 Compose narratives by introducing a narrator or characters, organizing events in sequence, and providing an ending related to the event sequence.</p>
<p>5.35 Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.</p>	<p>ELA.AAS.5.35 Compose informative or explanatory text by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.</p>
<p>5.36 Write an argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with relevant evidence from sources, using connectives to link ideas, and presenting a strong conclusion.</p> <p><i>Examples: first, as a result, therefore, in addition</i></p>	<p>ELA.AAS.5.36 Compose an argumentative text by stating a topic, providing reasons that support the argument, and providing an appropriate conclusion related to the topic.</p>
<p>5.37 Write about research findings independently over short and/or extended periods of time.</p>	
<p>5.38 Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.</p> <p>a. Locate information in print and digital sources.</p> <p>b. Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.</p> <p>c. Integrate information from several texts on the same topic into presentations of research.</p>	
<p>5.39 Demonstrate command of the conventions of standard English grammar and usage in writing.</p> <p>a. Evaluate the usage of pronouns for the proper case.</p> <p><i>Examples: subjective, objective, possessive</i></p> <p>b. Identify inappropriate shifts in pronoun number and person.</p> <p>c. Use varied pronouns and their antecedents correctly in composing and revising writing.</p> <p>d. Use subject-verb agreement correctly when composing and revising writing.</p> <p>e. Use verb tenses to convey various times, sequences, states, and conditions.</p>	<p>ELA.AAS.5.39d Identify the correct verb tense that completes a sentence.</p> <p>ELA.AAS.5.39h Identify the correct conjunction that completes a sentence (i.e., and, or, but).</p>

<p>f. Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement.</p> <p>g. Use perfect verb tenses to compose and revise writing.</p> <p>h. Use correlative conjunctions correctly when composing and revising writing.</p>	
<p>5.40 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.</p> <p>b. Use underlining, quotation marks, or italics to indicate the titles of different types of works.</p> <p>c. Spell grade-level words correctly, consulting references as needed.</p>	<p>ELA.AAS.5.40 Identify a sentence using correct capitalization.</p> <p>ELA.AAS.5.40a Identify the correct use of commas in a series.</p>
<p>5.41 Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.</p>	
<p>5.42 Consult print and digital reference materials to find the pronunciation and to determine or clarify the precise meaning of key words and phrases.</p> <p><i>Examples: dictionaries, glossaries</i></p>	<p>ELA.AAS.5.42 Use a dictionary or digital reference tool to find the meaning of a word.</p>

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

Grade 6 ELA

2021 Alabama Course of Study: English Language Arts

Alabama Alternate Achievement Standards

Critical Literacy

<p>6.1 Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.</p>	<p>ELA.AAS.6.1 Identify the point of view and author’s purpose (i.e., to instruct, to entertain, to inform, to persuade, to describe).</p>
<p>6.2 Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing.</p>	<p>ELA.AAS.6.2 Make simple inferences from the content and the structure (i.e., cause and effect, sequencing) of an informational text.</p>
<p>6.3 Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing.</p>	<p>ELA.AAS.6.3 Identify how setting, plot, characters, theme, and conflict contribute to the meaning of prose (story) and poetry.</p>
<p>6.4 Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.</p>	<p>ELA.AAS.6.4 Identify words or phrases that are examples of literary devices (i.e., simile, metaphor, onomatopoeia, imagery) used in prose (story) and poetry.</p>
<p>6.5 Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker’s rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.</p>	<p>ELA.AAS.6.5 Identify the central idea and supporting details when listening to a speaker.</p>
<p>6.6 Support interpretations of recorded or live presentations by examining the speaker’s use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia.</p>	<p>ELA.AAS.6.6 Identify an example of a literary device (i.e., simile, metaphor, onomatopoeia, imagery) presented by a speaker.</p>
<p>6.7 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. a. Write narratives incorporating key literary elements, including characters, plot, setting,</p>	<p>ELA.AAS.6.7a Compose narratives by introducing a narrator or characters, organizing events in sequence, and providing an ending related to the event sequence. ELA.AAS.6.7b Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to</p>

<p>point of view, resolution of a conflict, dialogue, and sensory details.</p> <p>b. Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings.</p> <p>c. Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources.</p>	<p>the topic.</p> <p>ELA.AAS.6.7c Compose argumentative texts by stating a topic, providing reasons that support the argument, and providing an appropriate conclusion related to the topic.</p>
<p>6.8 Participate in collaborative discussions using information from a source.</p>	<p>ELA.AAS.6.8 Participate in discussions with adults and peers using information from a source.</p>
<p>6.9 Participate in collaborative discussions about literary devices and elements found in prose and poetry.</p>	
<p>Digital Literacy</p>	
<p>6.10 Determine subject, occasion, audience, purpose, tone, and credibility of digital sources.</p> <p><i>Examples: online academic journals, social media, blogs, podcasts</i></p>	
<p>6.11 Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions.</p>	<p>ELA.AAS.6.11 Use information presented in different media or formats (e.g., video, print) to demonstrate understanding of a topic or issue.</p>
<p>6.12 Interpret language to determine subject, occasion, audience, purpose, and credibility of digital sources, with guidance and support.</p>	<p>ELA.AAS.6.12 Determine subject, occasion, and purpose (i.e., to instruct, to entertain, to inform, to persuade, to describe) of digital sources.</p>
<p>6.13 Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion.</p> <p><i>Examples: social media posts, blog posts, podcast episodes, infographics</i></p>	
<p>6.14 Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose.</p> <p><i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video</i></p>	
<p>Language Literacy</p>	
<p>6.15 Identify the conventions of standard English grammar and usage in published texts.</p> <p>a. Identify subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.</p> <p>b. Evaluate pronoun usage for number and case.</p> <p><i>Examples: subjective, objective, possessive</i></p> <p>c. Identify common errors in pronoun usage.</p>	<p>ELA.AAS.6.15 Identify the correct verb tense that completes a sentence.</p>

<i>Examples: person, number, ambiguous antecedents</i>	
<p>6.16 Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.</p> <p>a. Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres.</p> <p><i>Examples: poetry, informational texts, narratives</i></p>	<p>ELA.AAS.6.16a Identify a sentence that uses correct capitalization.</p> <p>ELA.AAS.6.16b Identify a sentence that uses commas to separate items in a series.</p>
6.17 Assess a speaker’s organizational choices to determine point of view, purpose, and effectiveness.	
6.18 Identify a speaker’s correct usage of language, including subject-verb agreement and pronouns.	
<p>6.19 Demonstrate command of standard English grammar, usage, and mechanics when writing.</p> <p>a. Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.</p> <p>b. Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.</p> <p>c. Compose and revise writing by using various pronouns and their antecedents correctly.</p> <p><i>Examples: personal, intensive, reflexive, demonstrative, relative, interrogative, indefinite</i></p>	<p>ELA.AAS.6.19a Use apostrophes to show the omission of letters (i.e. contractions) (i.e., can’t, don’t, he’d, she’d, he’s, she’s, I’ll).</p> <p>ELA.AAS.6.19b Use an apostrophe to show possession by a singular noun (e.g., the child’s coat, the car’s window).</p> <p>ELA.AAS.6.19c Use quotation marks to indicate dialogue (speaking) or a direct quote of a person.</p>
6.20 Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings.	
Research Literacy	
6.21 Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support.	
6.22 Assess the relevance, reliability, and validity of information from printed and/or digital texts.	ELA.AAS.6.22 Identify which source would provide reliable information about a topic.
6.23 Use an audio or audio-visual source of information to obtain the answer to a question.	
6.24 Write about research findings independently over short and/or extended periods of time.	

<p>6.25 Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. <i>Example: MLA, APA</i></p>	<p>ELA.AAS.6.25 Summarize information from two research sources.</p>
<p>6.26 Utilize research findings to communicate relevant details, opinions, and ideas about a topic or text in oral presentations. a. Answer questions in discussions about their research findings.</p>	
<p>Vocabulary Literacy</p>	
<p>6.27 Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools.</p>	<p>ELA.AAS.6.27 Use knowledge of prefixes (i.e., <i>re-</i>, <i>un-</i>, <i>pre</i>) and suffixes (i.e., <i>-er/-or</i> [person who], <i>-ful</i> [full of], <i>-less</i> [without], <i>-er</i>, <i>-est</i> [more/most]) to identify the meaning of a word.</p>
<p>6.28 Discover word meanings through active listening in various contexts. <i>Examples: classroom discussion, oral presentations, digital formats</i></p>	<p>ELA.AAS.6.28 Identify the meaning of words or phrases in context.</p>
<p>6.29 Use academic vocabulary in writing to communicate effectively.</p>	
<p>6.30 Use vocabulary to create specific reactions or effects when speaking in various classroom and digital situations.</p>	

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

Grade 7 ELA

2021 Alabama Course of Study: English Language Arts

Alabama Alternate Achievement Standards

Critical Literacy

<p>7.1 Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.</p>	<p>ELA.AAS.7.1a Identify the point of view and author’s purpose (i.e., to instruct, to entertain, to inform, to persuade, to describe).</p> <p>ELA.AAS.7.1b Identify words or phrases that are examples of figurative language (e.g., simile, metaphor) in an informational text.</p>
<p>7.2 Evaluate how effectively an author uses structures of informational texts, including comparison and contrast, problem and solution, cause and effect, and substantiated or unsubstantiated claims and evidence, to achieve a purpose.</p>	<p>ELA.AAS.7.2 Make simple inferences from the content and the structure (i.e., cause and effect, sequencing) of an informational text.</p>
<p>7.3 Explain how the author’s choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing.</p>	<p>ELA.AAS.7.3 Identify how setting, plot, characters, theme, and conflict contribute to the meaning of prose (story) and poetry.</p>
<p>7.4 Evaluate literary devices to support interpretations of literary texts using textual evidence, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood.</p>	<p>ELA.AAS.7.4 Identify words or phrases that are examples of literary devices (i.e., simile, metaphor, onomatopoeia, imagery) used in literary texts.</p>
<p>7.5 Evaluate rhetorical strategies used to develop central and supporting ideas in recorded or live presentations, including point of view, purpose, comparison, categories, and word meanings (figurative, connotative, and technical).</p>	<p>ELA.AAS.7.5 Identify the point of view or purpose (i.e., to instruct, to entertain, to inform, to persuade, to describe) of a presentation.</p>
<p>7.6 Evaluate the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.</p>	
<p>7.7 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.</p>	<p>ELA.AAS.7.7a Compose narratives by introducing a narrator or characters, organizing events in sequence, and providing an ending related to the event sequence</p> <p>ELA.AAS.7.7b Compose informative or explanatory</p>

<p>a. Write narratives to convey a series of events incorporating key literary elements, establishing a clear purpose, using narrative techniques (dialogue, pacing, description, and reflection), and sequencing events coherently (chronological and/or flashback).</p> <p>b. Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant.</p> <p>c. Write an argument to defend a position by introducing and supporting claim(s), acknowledging alternate or opposing claims, and presenting reasons and relevant text evidence from accurate and credible sources.</p>	<p>texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.</p> <p>ELA.AAS.7.7c Compose argumentative text by stating a topic, providing reasons that support your argument, and providing an appropriate conclusion related to the topic.</p>
<p>7.8 Participate in collaborative discussions about arguments by evaluating claims, findings, and evidence from a source.</p>	<p>ELA.AAS.7.8 Participate in discussions with adults and peers using information from a source.</p>
<p>7.9 Participate in collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.</p>	
<p>Digital Literacy</p>	
<p>7.10 Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources.</p> <p><i>Examples: online academic journals, social media, blogs</i></p>	
<p>7.11 Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings.</p>	<p>ELA.AAS.7.11 Use information presented in different media or formats (e.g., video, print) to answer questions.</p>
<p>7.12 Determine the intended purposes of techniques used for rhetorical effect in multiple digital sources.</p>	<p>ELA.AAS.7.12 Determine the purpose (i.e., to instruct, to entertain, to inform, to persuade, to describe) of multiple digital sources.</p>
<p>7.13 Interpret language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.</p>	
<p>7.14 Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone.</p>	

<p>7.15 Utilize digital tools and/or products to enhance meaning. <i>Examples: hashtags, videos, slide presentations, audio clips, GIFS, memes; social media platforms</i></p>	
<p>7.16 Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.</p>	
<p>Language Literacy</p>	
<p>7.17 Identify the conventions of standard English grammar and usage in writing. a. Identify subject-verb agreement with compound subjects joined by correlative and coordinating conjunctions and with collective nouns when verb form depends on the rest of the sentence. b. Identify the usage of simple, compound, complex, and compound-complex statements and questions to signal differing relationships among ideas in a text. c. Evaluate the functions of phrases and clauses in general and their function in specific sentences.</p>	<p>ELA.AAS.7.17a Identify the correct verb tense that completes a sentence.</p>
<p>7.18 Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. a. Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing.</p>	<p>ELA.AAS.7.18 Identify a sentence using correct capitalization.</p>
<p>7.19 Evaluate a speaker’s organizational choices to determine point of view, purpose, and effectiveness.</p>	
<p>7.20 Identify a speaker’s formality of language in order to comprehend, interpret, and respond appropriately.</p>	
<p>7.21 Create written work using standard English grammar, usage, and mechanics. a. Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. b. Construct simple, compound, complex, and compound-complex sentences to represent relationships among ideas. c. Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers.</p>	<p>ELA.AAS.7.21a Identify the correct use of an apostrophe to show the omission of letters when forming contractions (i.e., can’t, don’t, he’d, she’d, he’s, she’s, I’ll).</p> <p>ELA.AAS.7.21b Identify the correct use of an apostrophe to show possession by a singular noun (e.g., the child’s coat, the car’s window).</p> <p>ELA.AAS.7.21c Identify the correct use of quotation marks to indicate dialogue or a direct quote of a person.</p>

7.22 Choose language that expresses ideas precisely and concisely.	
Research Literacy	
7.23 Implement ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources.	
7.24 Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.	ELA.AAS.7.24 Identify which source would provide reliable information about a topic.
7.25 Use active listening to acquire information and assess its relevance and credibility.	
7.26 Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance. <i>Examples: a day or two, a single sitting</i>	
7.27 Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism. <i>Example: MLA, APA</i>	ELA.AAS.7.27 Summarize information from two research sources.
7.28 Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details. a. Collect information through the research process to answer follow-up questions and participate in discussions about their research findings.	
Vocabulary Literacy	
7.29 Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. <i>Examples: affixes, Greek and Latin roots, stems; dictionary, thesaurus, glossary</i>	ELA.AAS.7.29 Use knowledge of prefixes (i.e., <i>re-</i> , <i>un-</i> , <i>pre-</i>) and suffixes (i.e., <i>-er/-or</i> [person who], <i>-ful</i> [full of], <i>-less</i> [without], <i>-er/-est</i> [more/most]) to identify the meaning of a word.
7.30 Read and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.	
7.31 Infer word meaning through active listening in various contexts for purposeful, effective communication. <i>Examples: classroom discussion, oral presentations, digital formats</i>	ELA.AAS.7.31 Identify the meaning of words or phrases in context.

7.32 Apply vocabulary in writing to convey and enhance meaning.	
7.33 Select and utilize effective words and phrases that are suitable for purpose and audience to communicate clearly in a variety of situations.	

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

Grade 8 ELA

2021 Alabama Course of Study: English Language Arts

Alabama Alternate Achievement Standards

Critical Literacy

<p>8.1 Analyze how informational and graphic text elements, including allusions, point of view, purpose, comparisons, categories, and figurative, connotative, and technical word meanings, develop central and supporting ideas.</p>	<p>ELA.AAS.8.1a Identify the point of view and author’s purpose (i.e., to instruct, to entertain, to inform, to persuade, to describe) in an informational text.</p>
<p>8.2 Make complex inferences from the structure and content of a text, including comparison and contrast, problem and solution, cause and effect, and substantiated and unsubstantiated claims and evidence, to draw logical conclusions about the author’s perspective.</p>	<p>ELA.AAS.8.2 Make inferences from the content and the structure (i.e., cause and effect, sequencing) of an informational text.</p>
<p>8.3 Analyze how authors use key literary elements, including setting, plot, theme, characters, internal and external conflict, dialogue, and point of view, to contribute to the meaning and purpose of a text, using text evidence as support.</p>	<p>ELA.AAS.8.3 Identify how setting, plot, characters, theme, and conflict contribute to the meaning of prose (story) and poetry.</p>
<p>8.4 Analyze the use of literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion, to support interpretations of literary texts, using textual evidence to support the analysis.</p>	<p>ELA.AAS.8.4 Identify words or phrases that are examples of literary devices (i.e., simile, metaphor, onomatopoeia, imagery) used in literary texts.</p>
<p>8.5 Compare and contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints.</p>	<p>ELA.AAS.8.5 Identify a simple perspective of the author in a text.</p>
<p>8.6 Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker’s rhetorical strategies and choices regarding point of view, purpose, comparisons, analogies, categories, allusions, and figurative, connotative, and technical word meanings.</p>	<p>ELA.AAS.8.6 Identify the point of view or purpose (i.e., to instruct, to entertain, to inform, to persuade, to describe) of a presentation.</p>
<p>8.7 Critique the speaker’s use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.</p>	

<p>8.8 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.</p> <p>a. Write narratives that establish a clear purpose, use narrative techniques, and sequence events coherently.</p> <p><i>Examples: narratives - memoir, short story, personal narrative; techniques - dialogue, pacing, description, reflection; sequencing - chronological, reverse chronological, flashback</i></p> <p>b. Write informative or explanatory texts to examine and convey complex ideas or processes effectively, by developing the topic with relevant information or data from credible sources and using appropriate transitions and precise vocabulary.</p> <p>c. Write an argument to defend a position by introducing and supporting a claim, distinguishing the claim from opposing claims, presenting counterclaims and reasons, and citing accurate, relevant textual evidence from credible sources.</p>	<p>ELA.AAS.8.8a Compose narratives by introducing a narrator or characters, organizing events in sequence, and providing an ending related to the event sequence.</p> <p>ELA.AAS.8.8b Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.</p> <p>ELA.AAS.8.8c Compose argumentative texts by stating a topic, providing reasons that support the argument, and providing an appropriate conclusion related to the topic.</p>
<p>8.9 Participate in collaborative discussions about arguments by evaluating claims, findings, reasoning, relevance, and evidence from multiple sources.</p>	<p>ELA.AAS.8.9 Participate in discussions with adults and peers using information from multiple sources.</p>
<p>8.10 Engage in coherent and collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.</p>	
<p>Digital Literacy</p>	
<p>8.11 Analyze digital texts to determine subject, occasion, audience, purpose, tone, and credibility.</p>	<p>ELA.AAS.8.11 Determine subject, occasion, and purpose of digital sources.</p>
<p>8.12 Interpret and evaluate language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.</p>	
<p>8.13 Create and edit digital products that are appropriate in subject, occasion, audience, point of view, purpose, and tone.</p>	
<p>8.14 Utilize digital tools and/or products to enhance meaning.</p>	

<p><i>Examples: hashtags, videos, slide presentations, audio clips, GIFS, memes, clips from social media</i></p>	
<p>8.15 Deliver ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. <i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video on an area of interest</i></p>	
<p>Language Literacy</p>	
<p>8.16 Examine the use of conventions of standard English grammar and usage in writing.</p> <ul style="list-style-type: none"> a. Identify gerunds, participles, infinitives, and clauses. b. Analyze the effects of active and passive voice and shifts in verb tense. c. Explain how using simple, compound, complex, or compound-complex statements and questions signals differing relationships among ideas in a text. 	<p>ELA.AAS.8.16b Identify the correct verb tense that completes a sentence.</p> <p>ELA.AAS.8.16c Identify adjectives within a sentence.</p>
<p>8.17 Examine the use of conventions of standard English capitalization, punctuation, and spelling in a variety of texts.</p> <ul style="list-style-type: none"> a. Correct improper usage of commas, apostrophes, quotation marks, colons, semicolons, hyphens, and dashes through peer editing. 	<p>ELA.AAS.8.17 Identify a sentence using correct capitalization and punctuation found in a text.</p>
<p>8.18 Analyze a speaker’s formality of language in order to comprehend, interpret, and respond appropriately. <i>Examples: active/passive voice, diction, syntax</i></p>	
<p>8.19 Evaluate a speaker’s rhetorical and organizational choices in order to determine point of view, purpose, and effectiveness.</p>	
<p>8.20 Produce writing that shows a command of standard English grammar, usage, and mechanics.</p> <ul style="list-style-type: none"> a. Construct verbals (gerunds, participles, and infinitives) in pieces of writing, including isolated sentences, paragraphs, and essays. b. Compose writing using verbs in active and passive voice to establish mood. 	<p>ELA.AAS.8.20a Use apostrophes to show the omission of letters (i.e., contractions) (i.e., it’s, let’s, aren’t, didn’t, what’s).</p> <p>ELA.AAS.8.20b Use quotation marks to indicate dialogue or a direct quote of a person.</p>

<p>c. Revise their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.</p> <p>d. Construct simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>e. Form and use verbs in context in the indicative, imperative, interrogative, conditional, and subjunctive moods.</p> <p>f. Recognize and correct inappropriate shifts in verb tense.</p>	
<p>8.21 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	
<p>Research Literacy</p>	
<p>8.22 Apply ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources.</p>	
<p>8.23 Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.</p>	
<p>8.24 Assess the relevance and credibility of orally-presented information to answer a question, solve a problem, or defend a position.</p>	<p>ELA.AAS.8.24 Identify which source would provide relevant and reliable information about a topic.</p>
<p>8.25 Produce research writings independently over extended periods of time which encompass research, reflection, and revision and over shorter time frames.</p>	
<p>8.26 Quote, paraphrase, summarize, and present findings, following a recognized citation style and avoiding plagiarism to demonstrate responsible and ethical research practices. <i>Examples: MLA, APA</i></p>	<p>ELA.AAS.8.26 Summarize information from research sources.</p>
<p>8.27 Synthesize and present information during the research process to answer follow-up questions and participate in both informal and formal discussions about research findings with grade-appropriate command of language.</p>	

Vocabulary Literacy	
<p>8.28 Analyze word meanings through the use of word parts, context clues, connotation and denotation, and print or digital reference tools. <i>Examples: affixes, stems, Greek and Latin roots</i></p>	<p>ELA.AAS.8.28 Use knowledge of prefixes (i.e., <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>dis-</i>, <i>mis-</i>) and suffixes (i.e., <i>-er/-or</i> [person who], <i>-ful</i> [full of], <i>-less</i> [without], <i>-able</i> [able to]) to identify the meaning of a word.</p>
<p>8.29 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.</p>	<p>ELA.AAS.8.29 Identify academic and unit/lesson-specific words/terms (vocabulary).</p>
<p>8.30 Analyze and connect word meanings through active listening in various contexts for purposeful, effective communication. <i>Examples: classroom discussion, oral presentations, digital formats</i></p>	
<p>8.31 Integrate effective vocabulary into writing to create specific effects and communicate purposefully.</p>	
<p>8.32 Utilize appropriate vocabulary in various classroom, digital, and real-world situations to facilitate effective communication.</p>	

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

Grade 9 ELA

2021 Alabama Course of Study: English Language Arts

Alabama Alternate Achievement Standards

Critical Literacy

<p>9.1 Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles through 1599.</p>	<p>ELA.AAS.9.1 Answer wh- questions on modified literary and informational texts originating outside the United States and the British Isles through 1599.</p>
<p>9.2 Analyze information from graphic texts to draw conclusions, defend claims, and make decisions. <i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i></p>	<p>ELA.AAS.9.2 Identify information on a graphic (i.e., tables, graphs, timelines, maps) from a text to answer a question.</p>
<p>9.3 Analyze how an author’s cultural perspective influences style, language, and themes.</p>	
<p>9.4 Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.</p>	<p>ELA.AAS.9.4 Identify how an author uses characterization (i.e., physical description, action, point of view) and figurative language to convey meaning in a variety of texts.</p>
<p>9.5 Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.</p>	
<p>9.6 Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global points of view, not limited to the grade-level literary focus.</p>	<p>ELA.AAS.9.6 Compare and contrast the perspectives (i.e., points of view) of two texts.</p>
<p>9.7 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.</p>	<p>ELA.AAS.9.7 Using texts (i.e., sentences, passages) from science, social studies, and mathematics subjects, define domain-specific/lesson-specific vocabulary.</p>
<p>9.8 Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.</p>	<p>ELA.AAS.9.8 Identify the organizational structures (i.e., chronological, compare and contrast, cause and effect) or purpose (i.e., to instruct, to entertain, to inform, to persuade, to describe) of a presentation.</p>
<p>9.9 Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and</p>	<p>ELA.AAS.9.9a Compose narratives by introducing a narrator or characters, organizing events in sequence, and providing an ending related to the event sequence.</p>

<p>demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.</p> <p><i>Examples: paragraphs, constructed responses, essays</i></p> <p>a. Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose and using narrative techniques.</p> <p><i>Examples: dialogue, pacing, description, reflection</i></p> <p>b. Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.</p> <p><i>Examples: relevant and sufficient facts, extended definitions, concrete details, quotations</i></p> <p>c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, transitions, and a concluding statement or section that follows from the information presented.</p>	<p>ELA.AAS.9.9b Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.</p> <p>ELA.AAS.9.9c Compose argumentative text by stating a topic, providing claims that support the argument, and providing an appropriate conclusion related to the topic.</p>
<p>9.10 Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media.</p>	<p>ELA.AAS.9.10 Using a visual aid, display research findings to a peer audience, conveying accurate information from multiple sources.</p>
<p>9.11 Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary.</p>	<p>ELA.AAS.9.11 Participate in collaborative discussions, responding appropriately and using active listening skills.</p>
<p>Digital Literacy</p>	
<p>9.12 Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.</p>	<p>ELA.AAS.9.12 Recognize digital text to identify key elements such as subject, audience, and purpose.</p>
<p>9.13 Interpret a digital audio source to determine its subject, occasion, audience, purpose, tone, and credibility.</p>	
<p>9.14 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.</p>	

<p>9.15 Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.</p> <p><i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices</i></p>	<p>ELA.AAS.9.15 Arrange information to create a presentation for an intended audience.</p>
<p>Language Literacy</p>	
<p>9.16 Interpret how an author’s grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.</p>	
<p>9.17 Classify formality of language in order to comprehend, interpret, and respond appropriately.</p>	
<p>9.18 Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose.</p>	
<p>9.19 Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.</p> <p>a. Exhibit stylistic consistency in writing.</p>	<p>ELA.AAS.9.19a Identify the correct capitalization (i.e., beginning of sentence, names, cities, states, countries, towns, titles, days, months) needed in a sentence.</p> <p>ELA.AAS.9.19c Identify the correct verb tense that completes a sentence.</p> <p>ELA.AAS.9.19d Identify adjectives within a sentence.</p>
<p>9.20 Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions as indicated or appropriate.</p>	
<p>Research Literacy</p>	
<p>9.21 Locate and determine the usefulness of relevant and credible information to answer a question, solve a problem, or defend a position.</p>	<p>ELA.AAS.9.21 Identify which source would provide relevant and reliable information about a topic.</p>
<p>9.22 Use a variety of search tools and research strategies.</p> <p><i>Examples: library databases, search engines; keyword search, boolean search</i></p>	
<p>9.23 Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.</p>	

<p>9.24 Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.</p>	
<p>9.25 Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide. <i>Examples: MLA, APA</i></p>	<p>ELA.AAS.9.25 Summarize information from two research sources.</p>
<p>9.26 Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.</p>	
<p>9.27 Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a particular target audience and purpose.</p>	

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

Grade 10 ELA

2021 Alabama Course of Study: English Language Arts

Alabama Alternate Achievement Standards

Critical Literacy

10.1 Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles from 1600 to the present.

ELA.AAS.10.1 Answer wh- questions on modified literary and informational texts originating outside the United States and the British Isles from 1600 to the present.

10.2 Analyze and evaluate information from graphic texts to draw conclusions, defend claims, and make decisions.
Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints

ELA.AAS.10.2 Identify information on a graphic (i.e., tables, graphs, timelines, maps) from a text to answer a question.

10.3 Analyze how an author’s cultural perspective influences style, language, and themes.

10.4 Interpret an author’s use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.

ELA.AAS.10.4 Identify how an author uses characterization (i.e., physical description, action, point of view) and figurative language to convey meaning in a variety of texts.

10.5 Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.

10.6 Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade-level literary focus.

ELA.AAS.10.6 Compare and contrast the perspectives (i.e., points of view) of two texts.

10.7 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

ELA.AAS.10.7 Using texts (i.e., sentences, passages) from science, social studies, and mathematics subjects, define domain-specific/lesson-specific vocabulary.

10.8 Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.

ELA.AAS.10.8 Identify the organizational structures (i.e., chronological, compare and contrast, cause and effect) or purpose (i.e., to instruct, to entertain, to inform, to persuade, to describe) of a presentation.

<p>10.9 Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.</p> <p><i>Examples: paragraphs, constructed responses, essays</i></p> <p>a. Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose, using narrative techniques, and sequencing events coherently.</p> <p><i>Examples: dialogue, pacing, description, reflection; chronological order, reverse chronological order, flashbacks</i></p> <p>b. Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.</p> <p><i>Examples: specific facts, examples, details, statistics/data, examples appropriate to the audience's knowledge of the topic</i></p> <p>c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, appropriate transitions, and a concluding section that follows from and supports the information presented.</p>	<p>ELA.AAS.10.9a Compose narratives by introducing a narrator or characters, organizing events in sequence, and providing an ending related to the event sequence.</p> <p>ELA.AAS.10.9b Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.</p> <p>ELA.AAS.10.9c Compose argumentative text by stating a topic, providing claims that support the argument, and providing an appropriate conclusion related to the topic.</p>
<p>10.10 Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media.</p>	<p>ELA.AAS.10.10 Using a visual aid, display research findings to a peer audience, conveying accurate information from multiple sources.</p>
<p>10.11 Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary.</p>	<p>ELA.AAS.10.11 Participate in collaborative discussions, responding appropriately and using active listening skills.</p>
<p>Digital Literacy</p>	
<p>10.12 Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.</p>	<p>ELA.AAS.10.12 Recognize digital text to identify key elements such as subject, audience, and purpose.</p>
<p>10.13 Interpret a digital audio source to determine subject, occasion, audience, purpose, tone, and credibility.</p>	

<p>10.14 Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.</p>	
<p>10.15 Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.</p> <p><i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices</i></p>	<p>ELA.AAS.10.15 Arrange information to create a presentation for an intended audience.</p>
<p>Language Literacy</p>	
<p>10.16 Interpret how an author’s grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.</p>	
<p>10.17 Classify formality of language in order to comprehend, interpret, and respond appropriately.</p>	
<p>10.18 Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose.</p> <p><i>Examples: Analyze Mahatma Gandhi’s “Quit India” speech.</i> <i>Analyze “The Appeal of 18 June” by Charles de Gaulle.</i></p>	
<p>10.19 Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.</p> <p>a. Exhibit stylistic consistency in writing.</p>	<p>ELA.AAS.10.19a Identify the correct capitalization (i.e., beginning of sentence, names, cities, states, countries, towns, titles, days, months) needed in a sentence.</p> <p>ELA.AAS.10.19c Identify the correct verb tense that completes a sentence.</p> <p>ELA.AAS.10.19d Identify adjectives within a sentence.</p>
<p>10.20 Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions when indicated or appropriate.</p>	
<p>Research Literacy</p>	
<p>10.21 Locate and determine the usefulness of relevant and credible information to answer a question, solve a problem, or defend a position.</p>	<p>ELA.AAS.10.21 Identify which source would provide relevant and reliable information about a topic.</p>

<p>10.22 Use a variety of search tools and research strategies to locate credible sources. <i>Examples: library databases, search engines; keyword search, Boolean search</i></p>	
<p>10.23 Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.</p>	
<p>10.24 Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.</p>	
<p>10.25 Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide. <i>Examples: MLA, APA</i></p>	<p>ELA.AAS.10.25 Summarize information from two research sources.</p>
<p>10.26 Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.</p>	
<p>10.27 Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a target audience and purpose.</p>	

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

Grade 11 ELA

2021 Alabama Course of Study: English Language Arts

Alabama Alternate Achievement Standards

Critical Literacy

<p>11.1 Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.</p>	<p>ELA.AAS.11.1 Answer wh- questions on modified literary and informational texts of American literature.</p>
<p>11.2 Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions. <i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i></p>	<p>ELA.AAS.11.2 Identify information on a graphic (i.e., tables, graphs, timelines, maps) from a text to answer a question.</p>
<p>11.3 Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.</p>	
<p>11.4 Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.</p>	<p>ELA.AAS.11.4 Identify how an author uses characterization (i.e., physical description, action, point of view) and figurative language to convey meaning in a variety of texts.</p>
<p>11.5 Evaluate structural and organizational details in literary, nonfiction/informational, digital, and multimodal texts to determine how genre supports the author's purpose.</p>	
<p>11.6 Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.</p>	
<p>11.7 Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.</p>	<p>ELA.AAS.11.7 Compare and contrast the perspectives (i.e., points of view) of two texts.</p>
<p>11.8 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.</p>	<p>ELA.AAS.11.8 Using texts (i.e., sentences, passages) from science, social studies, and mathematics subjects, define domain-specific/lesson-specific vocabulary.</p>

<p>11.9 Follow instructions in technical materials to complete a specific task. <i>Example: Read and follow instructions for formatting a document.</i></p>	<p>ELA.AAS.11.9 Read and follow instructions.</p>
<p>11.10 Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.</p>	<p>ELA.AAS.11.10 Identify the purpose (i.e., to instruct, to entertain, to inform, to persuade, to describe) of a speaker’s presentation.</p>
<p>11.11 Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language. <i>Examples: paragraphs, constructed responses, essays</i></p> <p>a. Incorporate narrative techniques in other modes of writing as appropriate. <i>Examples: flashback, anecdote, foreshadowing, story-telling, sensory details, character development</i></p> <p>b. Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.</p> <p>c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.</p>	<p>ELA.AAS.11.11a Compose narratives by introducing a narrator or characters, organizing events in sequence, and providing an ending related to the event sequence.</p> <p>ELA.AAS.11.11b Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.</p> <p>ELA.AAS.11.11c Compose argumentative texts by stating a topic, providing reasons that support the argument, and providing an appropriate conclusion related to the topic.</p>
<p>11.12 Collaborate on writing tasks in diverse groups, making necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and showing respect for the individual contributions of each group member.</p>	
<p>11.13 Synthesize multiple sources of information (including diverse media), evaluate the credibility and accuracy of each source, and share information orally.</p>	
<p>11.14 Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to,</p>	<p>ELA.AAS.11.14 Participate in collaborative discussions, responding appropriately and using active listening skills.</p>

building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.	
Digital Literacy	
11.15 Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.	
11.16 Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources. <i>Examples: words, music, sound effects</i>	
11.17 Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.	
11.18 Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion. <i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices.</i>	ELA.AAS.11.18 Arrange information to create a presentation for an intended audience.
Language Literacy	
11.19 Interpret how an author’s grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.	
11.20 Analyze the formality of language in a variety of audible sources in order to comprehend, interpret, and respond appropriately.	
11.21 Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.	
11.22 Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.	ELA.AAS.11.22a Identify a sentence that uses correct capitalization (i.e., beginning of sentence, names, cities, states, countries, towns, titles, days, months).

<p>a. Exhibit stylistic complexity and sophistication in writing.</p>	<p>ELA.AAS.11.22c Identify the correct verb tense that completes a sentence.</p> <p>ELA.AAS.11.22d Identify adjectives within a sentence.</p>
<p>11.23 Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.</p> <p><i>Examples: student-led conference, public meeting, community-based group</i></p>	
<p>Research Literacy</p>	
<p>11.24 Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose.</p> <p>a. Assess the usefulness of written information to answer a research question, solve a problem, or take a position.</p>	<p>ELA.AAS.11.24 Identify which source would provide relevant and reliable information about a topic.</p>
<p>11.25 Use a variety of search tools and research strategies to locate credible sources.</p> <p><i>Examples: library databases, search engines; keyword search, boolean search</i></p>	
<p>11.26 Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.</p>	
<p>11.27 Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.</p>	<p>ELA.AAS.11.27 Summarize and draw a conclusion about information from a research source.</p>
<p>11.28 Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.</p> <p><i>Examples: MLA, APA</i></p>	
<p>11.29 Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.</p>	

11.30 Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.	
---	--

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

Grade 12 ELA

2021 Alabama Course of Study: English Language Arts

Alabama Alternate Achievement Standards

Critical Literacy

<p>12.1 Read, analyze, and evaluate complex literary and historical texts written from particular points of view or cultural experiences, with an emphasis on works of literature from the British Isles. a. Read, analyze, and evaluate a play by William Shakespeare, including an examination of its contributions to the English language and its influences on other works of literature.</p>	<p>ELA.AAS.12.1 Answer wh- questions on modified literary and informational texts of British literature.</p>
<p>12.2 Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions. <i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i></p>	<p>ELA.AAS.12.2 Identify information on a graphic (i.e., tables, graphs, timelines, maps) from a text to answer a question.</p>
<p>12.3 Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.</p>	
<p>12.4 Evaluate an author’s use of characterization, figurative language, literary elements, and point of view to create and convey meaning.</p>	<p>ELA.AAS.12.4 Identify how an author uses characterization (i.e., physical description, action, point of view) and figurative language to convey meaning in a variety of texts.</p>
<p>12.5 Evaluate structural and organizational details in texts to determine the author's purpose, including cases in which the meaning is ironic or satirical.</p>	
<p>12.6 Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.</p>	
<p>12.7 Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.</p>	<p>ELA.AAS.12.7 Compare and contrast the perspectives (i.e., points of view) of two texts.</p>
<p>12.8 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines</p>	<p>ELA.AAS.12.8 Using texts (i.e., sentences, passages) from science, social studies, and mathematics subjects, define domain-specific/lesson-specific vocabulary.</p>

<p>treat domain-specific vocabulary and content and organize information.</p>	
<p>12.9 Follow instructions in technical materials to complete a specific task. <i>Example: Read and follow instructions for formatting a document.</i></p>	<p>ELA.AAS.12.9 Read and follow instructions.</p>
<p>12.10 Determine through active listening the purpose, credibility, and effectiveness of a speaker or multiple sources of information by evaluating tone, organization, content, and verbal and non-verbal cues and identifying any fallacious reasoning or distorted evidence.</p>	<p>ELA.AAS.12.10 Identify the purpose (i.e., to instruct, to entertain, to inform, to persuade, to describe) of a speaker’s presentation.</p>
<p>12.11 Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.</p> <p>a. Incorporate narrative techniques into other modes of writing as appropriate. <i>Examples: flashback, anecdote, foreshadowing, story-telling, sensory details, character development</i></p> <p>b. Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.</p> <p>c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.</p>	<p>ELA.AAS.12.11a Compose narratives by introducing a narrator or characters, organizing events in sequence, and providing an ending related to the event sequence.</p> <p>ELA.AAS.12.11b Compose informative or explanatory texts by stating a topic, providing facts or details, and providing an appropriate conclusion related to the topic.</p> <p>ELA.AAS.12.11c Compose argumentative texts by stating a topic, providing reasons that support your argument, and providing an appropriate conclusion related to the topic.</p>
<p>12.12 Within diverse and collaborative writing groups, effectively and respectfully demonstrate a willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and consider contributions made by each group member.</p>	
<p>12.13 Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of</p>	

information to develop an idea or further a position.	
12.14 Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	ELA.AAS.12.14 Participate in collaborative discussions, responding appropriately, expressing ideas, and using active listening skills.
Digital Literacy	
12.15 Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.	
12.16 Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources. <i>Examples: words, music, sound effects</i>	
12.17 Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.	
12.18 Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion. <i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices</i>	ELA.AAS.12.18 Arrange information to create a presentation for an intended audience.
Language Literacy	
12.19 Interpret how an author’s grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.	
12.20 Evaluate the formality of language in a variety of audible sources to comprehend, interpret, and respond appropriately.	
12.21 Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.	

<p>12.22 Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.</p> <p>a. Exhibit stylistic complexity, sophistication, and consistency in writing.</p>	<p>ELA.AAS.12.22a Identify a sentence that uses correct capitalization (i.e., beginning of sentence, names, cities, states, countries, towns, titles, days, months).</p> <p>ELA.AAS.12.22c Identify the correct verb tense that completes a sentence.</p> <p>ELA.AAS.12.22d Identify adjectives within a sentence.</p>
<p>12.23 Deliver a speech suitable for a professional audience of college and/or workforce stakeholders for a specific purpose, demonstrating command of formal English.</p>	
<p>Research Literacy</p>	
<p>12.24 Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose.</p> <p>a. Assess the usefulness of written information to answer a research question, solve a problem, or take a position.</p>	<p>ELA.AAS.12.24 Identify which source would provide relevant and reliable information about a topic.</p>
<p>12.25 Use a variety of search tools and research strategies to locate and acquire credible, relevant, and useful information.</p> <p><i>Examples: library databases, search engines; keyword search, boolean search</i></p>	
<p>12.26 Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.</p>	
<p>12.27 Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.</p>	<p>ELA.AAS.12.27 Summarize and draw a conclusion about information from a research source.</p>
<p>12.28 Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.</p> <p><i>Examples: MLA, APA</i></p>	

12.29 Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.	
12.30 Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.	