Support for Alternate Academic Achievement Standards

MATHEMATICS, ENGLISH LANGUAGE ARTS AND SCIENCE • GRADES 6-8

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Purpose of the Support for WV Alternate Academic Achievement Standards Document

The West Virginia Alternate Academic Achievement Standards (WVAAAS) were created by a community of general and special educators. In response to the new standards, a companion document has been created to ensure all students are provided a pathway to grade level standards, and to provide teachers with an understanding of how rigorous expectations would look in the classroom. The purpose of this document is to provide teachers with a resource to support them in identifying various steps with the goal of reaching grade level alternate standards for ELA, math, and science. This document was created to provide guidance for teachers in designing instruction and developing Individualized Education Programs (IEP) based on individual student needs.

The need for this document was birthed following the development of Policy 2520.16 the WVAAAS which went into effect on July 1, 2018. The WVAAAS were developed with the goal of ensuring that students with significant cognitive disabilities achieve increasingly high academic outcomes and leave high school ready for postsecondary options. Instruction in the alternate standards should occur with an eye towards real-world application.

The WVAAAS are linked to the West Virginia College and Career Readiness Standards (WVCCRS), meeting the first Every Student Succeeds Act (ESSA) requirement for a State-defined alternate diploma. ESSA and the Individuals with Disabilities Education Act (IDEA) require all students, including students with significant cognitive disabilities, to have the opportunity to learn academic content based on grade-level standards.

This document has been formatted to include the WVAAAS along with a three-step progression. Step 3 is the closest to the alternate standard and Step 1 is the farthest from the alternate standard. Each progression addresses various levels of standards appropriate for students with significant cognitive disabilities. A student may be at varying steps depending on the content standard addressed; therefore, no student is set to a specific step across all standards. For example, within a content area a student may be at Step 1 for one standard and at Step 3 for another.

It is essential to remember the core belief that all students, no matter how significant their disabilities, have the capacity to learn. Although the challenge of a significant disability may be a barrier to the traditional means of demonstrating knowledge, it is imperative to implement supports and strategies that will allow even the students with the greatest need make and communicate progress.

Acknowledgements

Support for WV Alternate Academic Achievement Standards

Support for WV Alternate Academic Achievement Standards
Mathematics • Grade 6

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
Ratios and Proportional Relationships			
Understand ratio concepts and use ratio reasoning to solve problems.			
A.M.6.1 Use manipulatives to demonstrate ratios, such as two-to-one correspondence (e.g., a pair of gloves or a pair of shoes for each person; nine baseball players on one team).	Given a model, replicate a ratio with manipulatives.	Given a model and a set number of manipulatives, replicate a ratio.	Attend to and observe a ratio when shown or given a model.
A.M.6.2 Identify ratios, such as two-to-one correspondence (e.g., a pair of gloves or a pair of shoes for each person; nine baseball players on one team).	Given choice(s), identify a ratio.	Choose a picture that represents a ratio.	Attend to and observe a ratio when shown or given a model.
A.M.6.3 Using measurement tools, determine what fractional parts make a whole (e.g., four ¼ cups make 1 cup; two ½ cups make 1 cup).	Use manipulatives to determine what fractional parts make a whole.	Use manipulatives to show the fractional parts that make a whole.	Given choice(s), identify the whole fraction.
The Number System			
Apply and extend previous understandings of multiplication and division to fractions.			
A.M.6.4 Use visual fraction models to compare unit fractions with denominators of 2, 3, 4, and 10. Given a story context, a whole number, and a unit fraction, the student will be able to use division (e.g., How much chocolate will each person get if 3 people share 1/2 lb. of chocolate equally?)	Use models to compare fractions. Given a story and manipulatives, divide a whole unit into equal parts.	Given choices, identify the larger fraction. Use manipulatives to divide parts of a fraction equally between three or more people.	Model fractions using manipulatives and pictorial representations. Using parts of a whole, divide the parts of the fraction equally between two people.

Compute with multi-digit numbers and find common multiples.

A.M.6.5 Add, subtract, multiply, and divide whole numbers to 100 and simple decimal problems using a calculator (e.g., 0.2 + 0.3 = 0.5 The focus is on correctly entering decimal amounts into a calculator – understanding that the decimal is significant.).	Using a calculator, add, subtract, or multiply whole numbers to 100 or simple decimals.	Using a calculator, add or subtract whole numbers and simple decimals.	Enter numbers correctly on a calculator.
A.M.6.6 Using multiple strategies, create or provide a list of multiples for 2, 3, 4, 5, & 10, and then identify the least common multiple.	Using multiple strategies, create or provide a list of multiples for 2, 3, 4, 5, & 10.	Count by 2s, 5s, and 10s.	Count by 10s.

Apply and extend previous understandings of numbers to integers

A.M.6.7 Use a number line with only integers indicated to identify a given positive or negative integer.	Count or write negative numbers on a number line.	Given choice(s), identify a negative number.	Point to a negative number.
A.M.6.8 Recognize that negative integers are smaller than positive integers. Use integers to describe real-world situations (e.g., -$5 indicates that five dollars is owed).	Recognize that negative integers are smaller than positive integers.	Identify the negative symbol and show that it is less than zero.	Compare positive integers to 10.
A.M.6.9 Solve real-world and mathematical problems by graphing points in Quadrant I of the coordinate plane (e.g., Identify how to locate a point, give coordinates, and then graph the point.).	Plot a point on a coordinate plane.	Locate a point on a coordinate grid.	Using a visual, model directional words (right, up).

Expressions and Equations

Apply and extend previous understandings of arithmetic to algebraic expressions.

A.M.6.10 Write, read, and evaluate expressions with and without an unknown (e.g., 3 + y; e.g., 2 + 3 + x).	Read and model an expression with and without an unknown variable.	Read an expression.	Point to the letter in an expression.

A.M.6.11 Apply the properties of addition to identify equivalent expression (e.g., 3 + y = 5 + 3).	Model equivalent expressions with addition.	Given choice(s), identify equivalent expressions.	Use manipulatives to model equivalent expressions.
Reason about and solve one-variable equations.			
A.M.6.12 Match an equation to a real-world problem in which unknowns are used to represent numbers (e.g., Jane has 6 apples and receives some more apples. She now has 8 apples. How many apples did she receive? is equivalent to 6 + _ = 8).	Model and solve problems with unknown variables in a real-world problem.	Use addition to solve an equation in a real-world problem.	Use manipulatives to model equivalent expressions using real-word problems.
A.M.6.13 Match an equation to a real-world problem in which a variable is used to represent an unknown number (e.g., Jane has 6 apples and receives some more apples. She now has 8 apples. How many apples did she receive? is equivalent to 6 + A = 8).	Identify an equation where a variable is used to represent an unknown number.	Match manipulatives to a real-world problem.	Identify the variable in the equation.
A.M.6.14 Solve an equation to a real-world problem in which unknowns which could be a symbol or a variable are used to represent numbers (e.g., John has 12 blocks and receives some more blocks. He now has 20 blocks. How many apples did she receive? is equivalent to 12 + _ = 20).	When given a real-world equation, solve for an unknown variable.	Solve an equation with a variable.	Attend to and observe an equation being solved.
Geometry			
Solve real-world and mathematical problems involving area, surface area, and volume.			
A.M.6.15 Determine the area of a rectangle by counting unit squares. Symbolically represent this situation. (e.g., given two rows of five square units, write 2 x 5 = 10). Using manipulatives, solve real-world and mathematical problems about area using unit squares.	Using unit squares, solve mathematical problems about area.	Count unit squares to find the area of a rectangle.	Put manipulatives in a rectangle to represent area.

A.M.6.16 Use manipulatives to solve real-world and mathematical problems about volume (e.g., compare the amount of beans/water/rice in two different containers).	Use manipulatives to model volume in containers.	Given choice(s), compare volume in two containers.	Put manipulatives in a container to represent volume.
A.M.6.17 Given a rectangle, triangle, or square drawn in quadrant one, identify the length of a horizontal or vertical side by counting boxes.	Given a rectangle, triangle, or square, use manipulatives to measure the length of a side.	Given a model, replicate the length of a side.	Identify one side of a rectangle, triangle, or square.
A.M.6.18 Given nets of a cube and rectangular prism, create and identify the solid, count squares to count the surface area.	Using manipulatives, count squares on the faces of a solid object.	Make a cube or rectangular prism model and count the faces.	Identify a cube or a rectangular prism.

Statistics and Probability

Develop understanding of statistical variability.

A.M.6.19 Interpret data from a graph or table that shows variability in the data (e.g., given a graph of student heights, determine the tallest student).	Identify variables on a graph.	Locate data on a graph to answer a question.	Given choice(s), identify a graph or table.

Summarize and describe distributions.

A.M.6.20 Display data on a graph and/or table that shows variability in the data (e.g., create a table and/or graph of daily high temperature for a week).	Create a graph to show variables in data.	Copy a graph to display data.	Use manipulatives to create a graph.
A.M.6.21 Given data displayed in a graph or table, determine the mean of the data. Instructional Note: Limit to 3 to 5 items.	Given a series of numbers, add and divide by the addends to determine the mean.	Given the formula, fill in the blanks to find the mean.	Use a calculator to add a series of numbers.

Support for WV Alternate Academic Achievement Standards
Mathematics • Grade 7

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
Ratios and Proportional Relationships			
Analyze proportional relationships and use them to solve real-world and mathematical problems.			
A.M.7.1 Use a ratio to model a relationship.	Given a model, replicate a ratio with manipulatives.	Given a model, replicate a ratio with a correct number of manipulatives.	Attend to and observe a ratio when shown or given a model.
A.M.7.2 Using manipulatives or real-world object, decide whether two quantities are in a proportional relationship (e.g., two red blocks and one yellow block is proportional to 4 red blocks and two yellow blocks).	Using manipulatives, model proportional quantities in a relationship.	Given choice(s), identify a ratio.	Choose a picture that represents a ratio.
A.M.7.3 Use proportional relationships to solve real-world problems (e.g., given one bag of pretzels cost two quarters or $.50, determine the cost of three bags of pretzels).	Identify or model proportional relationships for solving real world problems.	Given choice(s), identify the proportional relationships that match a real-world problem.	Given choice(s), choose the proportional model.

The Number System

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

A.M.7.4 Apply an understanding of rational numbers. • Using visual and/or symbolic representations, add fractions with like denominators (halves, thirds, fourths, and tenths) with sums less than or equal to one. • Using manipulatives and visual and/or symbolic representations (a horizontal or vertical number line diagram), combine integers. Instructional Note: Limit integers to -5 to 5 (e.g., If money spent is represented by negative numbers, spending $2 and then spending $3 means that $5 has been spent and recognizing that this can be written as -2 + -3 = -5). • Recognize patterns in arithmetic sequences of whole numbers (e.g., Given a sequence such as 2, 5, 8, 11, …., determine the next number and/or describe the pattern).	Model how rational numbers can be written as fractions or whole numbers. (e.g., model fractions less than one, model fractions equal to one) (e.g., recognize that numbers can move below zero such as when you spend more than you have). (e.g., Recognize patterns in whole number sequences)	Model rational numbers with manipulatives.	Replicate a model of a rational number with manipulatives.
A.M.7.5 Solve addition, subtraction, multiplication, and division problems involving whole numbers, decimals, and fractions with like denominators (halves, thirds, fourths, and tenths) using concrete objects and/or a calculator.	Using a calculator, add and subtract rational numbers where fractions have like denominators.	Using a calculator, add, subtract, multiply, or divide whole numbers.	Enter numbers correctly on a calculator.

A.M.7.6 Represent symbolically and solve real-world problems involving either addition, subtraction, multiplication, or division problems of whole numbers, decimals, and fractions with like denominators (halves, thirds, fourths, and tenths) using concrete objects and/or a calculator.	Using real world problems, solve addition and subtraction problems with rational numbers where fractions have like denominators.	Using a calculator, add, subtract, multiply, or divide whole numbers to solve real-world problems.	Enter numbers correctly on a calculator.
Expressions and Equations			
Use properties of operations to generate equivalent expressions.			
A.M.7.7 Apply the properties of addition or multiplication to identify equivalent expressions (e.g., 10 + 4 = 4 + 10, or 2 + 3 + 4 = 3 + 2 + 4 or 3 x 7 = 7 x 3).	Model equivalent expressions with addition.	Given an equivalent expression, replicate it using manipulatives.	Use manipulatives to model equivalent numbers.
A.M.7.8 Understand that equivalent expressions can be written in different forms (e.g., 9 + 7 = 10 + 6).	Use manipulatives to model equivalent expressions in different forms.	Given an equivalent expression, replicate it using manipulatives.	Use manipulatives to model equivalent numbers.
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.			
A.M.7.9 Represent and solve one-step real-life and mathematical problems that involve combining positive and negative integers (e.g., $20 + -$5 = $15 represents that if Jane had $20 and spent $5, she now has $15).	Solve one-step mathematical problems combining positive and negative integers.	Use manipulatives to model real-world subtraction problems.	Using a calculator, complete single digit subtraction.
A.M.7.10 Write, read, and/or solve one-step addition, subtraction, and multiplication equations for an unknown whole number, with a variable standing for the unknown. (e.g., 3 + c = 5)	Given a variable, write, read, and solve a one-step addition, subtraction, or multiplication equation.	Given a variable, read and write an addition, subtraction, or multiplication equation.	Point to the letter in the equation.

Geometry

Draw, construct and describe geometrical figures and describe the relationships between them.

A.M.7.11 Understand and describe geometrical figures and the relationship between them. • Match two similar geometric shapes in the same orientation. Write and simplify expressions to find the perimeter of rectangles (e.g., given a rectangle with dimensions identified, find the perimeter by writing and simplifying 3 + 5 + 3 + 5 = 16 inches).	Write a perimeter equation and use a calculator to solve it.	Given a perimeter equation, use a calculator to add numbers in a series.	Count the sides of a geometrical figure.
A.M.7.12 Draw (freehand, with ruler and protractor, and with technology) a triangle, square, or rectangle with given conditions (e.g., draw a square with side length 3 in. and height 5 in.). Given a shape (triangle, square, or rectangle), identify the dimensions.	Draw an angle with given conditions (e.g., draw a right angle with a ray that is 5 inches and one that is 3 inches).	Draw a line with given conditions (e.g., draw a three-inch line).	When given all but one side, complete the missing side of a shape.
A.M.7.13 Using appropriate modeling or technology, identify the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and a triangular prism.	Deconstruct a net to identify two-dimensional figures in a three-dimensional shape.	Trace the sides of a three-dimensional figure to identify the two-dimensional figure.	Match the two-dimensional figure to the corresponding three-dimensional figure.

Solve real-life and mathematical problems involving area and volume.

A.M.7.14 Use the area formula to determine the area of a rectangle and solve real-world and mathematical problems using concrete items or calculator.	Write an area equation and use a calculator to solve it.	Given an area equation, use a calculator to add numbers in a series.	Demonstrate area by filling in the area of a rectangle with manipulatives.

A.M.7.15 Use manipulatives, decompose right rectangular prisms into unit cubes to determine its volume (e.g., given a 2 x 3 x 3 rectangular prism composed of unit cubes, determine that it is composed of 18 unit cubes).	Use unit cubes to fill a rectangular prism and count to determine volume.	Replicate filling a rectangular prism with unit cubes.	Observe a demonstration of filling a rectangular prism with unit cubes.

Statistics and Probability

Use random sampling to draw inferences about a population.

A.M.7.16 Given data displayed in a graph or table, determine the median and the mean of the data. Instructional Note: Limit data set to 3 or 5 items.	Given a series of numbers, add and divide by the addends to determine the mean.	Given a formula, fill in the blanks to find the mean and median.	Use a calculator to add a series of numbers. Given three sets of manipulatives, order from least to greatest.
A.M.7.17 Interpret the collected data from an experiment, given a model of data, or from data collected by the student.	Answer and ask questions about given data.	Given choices, answer a question about data.	Given choice(s), identify a chart or graph.

Draw informal comparative inferences about two populations.

A.M.7.18 Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Identifying the minimum value, the maximum value, and the median. Instructional Note: Data sets should consist of 3 or 5 items. c. Identifying the nature of the attribute under investigation, including how it was measured and its units of measurement.	Show the relationship between numerical data and context and identify measurement tool(s).	Identify what the numerical data represent. (i.e., having an understanding that there is a relationship between the numbers in the data and the context. For example, collecting data on plant growth.)	Attend to and discuss data sets and attributes.
A.M.7.19 Recognize that two numerical data distributions with similar variabilities can be represented on the same picture graph, line plot, or bar graph.	Identify the two numerical data distributions.	Point to the two numerical data distributions (e.g., when given a bar graph with two different color bars represented, point to the specified line).	Attend to and identify the parts of a bar graph.

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A.M.7.20 Compare two sets of data within a single data display such as a picture graph, line plot, or bar graph (e.g., identify more, less, equal, minimum and maximum).	Answer questions about two sets of data.	Answer a question about two sets of data.	Attend to and discuss two sets of data.
Investigate chance processes and develop, use, and evaluate probability models.			
A.M.7.21 Describe the probability of events occurring as likely or unlikely.	Answer questions using the words, likely or unlikely.	Given choice(s), pick which is unlikely to occur.	Given choice(s), pick which is likely to occur.
A.M.7.22 Approximate the likelihood of an event based on its probability (e.g., given a weather forecast, determine if it is likely to rain).	Answer questions using the words, likely or unlikely.	Given choice(s), pick which is unlikely to occur.	Given choice(s), pick which is likely to occur.
A.M.7.23 Compare experimental and theoretical probabilities: a. Determine the probability of simple events (e.g., rolling a die; flipping a coin) b. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing the outcomes (i.e. flipping a coin - Do the outcomes for the flipping a coin appear to be equally likely based on the observed outcome?).	Participate in an experimental probability activity and answer simple questions about the outcome.	Attend to and discuss an experimental probability activity.	Observe a demonstration of an experimental probability activity.
A.M.7.24 Gather, organize, and display data on a graph, table, or chart and make predictions from the data.	Display data on a graph, table, or chart.	Display data on a graph.	Attend to and observe data on a graph.

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
Number System			
Understand the relationship between fractions and decimals.			
A.M.8.1 Demonstrate an understanding of the relationship between fractions and decimals. • Express a fraction with a denominator of 100 as a decimal. • Compare quantities represented as decimals in real-world examples to hundredths. • Express unit fractions as decimals (1/2, 1/4, and 1/10)	Write a fraction and its corresponding decimal. Use a calculator to convert unit fractions to decimals.	Match a fraction with the corresponding decimal.	Identify a fraction. Identify a decimal.

Expressions and Equations			
Work with exponents and decimals.			
A.M.8.2 Identify the meaning of an exponent (e.g., 4^2 means 4 x 4). Instructional Note: Limit to exponents of 2 and 3.	Write the expanded form of an exponent.	Match the expanded form to the exponent.	Identify the exponent.
A.M.8.3 Generate equivalent numerical expressions to determine the value of numerical expressions consisting of the square or cube of a whole number less than or equal to 10. (e.g., 5^2 = 5 x 5 = 25).	Write and solve the expanded form of an exponent using a calculator.	Match the expanded form to the exponent and use a calculator to solve.	Use a calculator to solve for the expanded form of an exponent.

A.M.8.4 Compose, decompose, and make observations of whole numbers up to 999 (e.g., 345=300+40+5; 25 is more than 20 but less than 30; use manipulatives to show that 5 is made up of five single units).	Use standard, word, and expanded form to represent a number (e.g., 345= 300+40+5)	Identify greater than or less than.	Use manipulatives to represent a number.
A.M.8.5 Perform operations with numbers involving decimals and in context (e.g., John has $0.25 and Mary has $0.30, how much money do they have altogether?). Use decimal notation to compare amounts to determine very large or very small quantities (e.g., identify that $25.00 is very large and $2.50 is very small and $0.25 is smallest) and that the unit of measurement is the same.	Use a calculator to perform operations involving decimals.	Given three money amounts, put them in order from largest to smallest and identify which money amount is largest.	Use drawing, dictating, or writing to compose a money amount.
Understand the connections between proportional relationships and lines.			
A.M.8.6 Recognize and represent proportional relationships between quantities on graphs. In real world problem situations, decide whether two quantities are in a proportional relationship (e.g. If Dan walks one block each morning, how many blocks does he walk in one week?).	Answer questions about proportional relationships between quantities on graphs.	Use manipulatives to demonstrate a proportional relationship.	Attend to and discuss proportional relationships between quantities on graphs.
A.M.8.7 Given a table of values depicting a proportional relationship or an arithmetic sequence, determine missing values.	Given an equation, determine the missing value on a table depicting proportional relationships or an arithmetic sequence.	Answer questions about a given table of values depicting a proportional relationship.	Attend to and discuss the relationship between numbers in a table.

Analyze and solve linear equations.			
A.M.8.8 Use linear equations in problem solving. · Given a real-world problem situation, write, read, and/or solve one-step addition and subtraction equations for an unknown whole number and/or decimal money amounts, with a variable standing for the unknown (e.g., $20- c = $13 How much did I spend?). Instructional Note: Focus on money. · Given a one-step addition or subtraction equation with two unknowns, create true statements (e.g., given x + y = 7, create statements such as 2 + 5 = 7 and 3 + 4 = 7). Instructional Note: Limit to whole numbers. · Solve simple one-step word problems involving multiplication that have whole numbers or fractional remainders and understand what the fractional remainder means (e.g., Molly and her friend have 13 cookies and want to equally distribute the cookies between them, how much would each person get and how many are left over?). · Match two-step word problems posed with whole numbers and having whole-number answers using the four operations with the correct symbolic representation (e.g., two times a number plus one equals five matches 2 x b + 1 = 5).	Using a calculator, solve addition, subtraction, and multiplication equations with one variable.	Using a calculator and given formula, solve addition, subtraction, and multiplication equations with one variable.	Identify the variable in an addition, subtraction, or multiplication problem.

Functions

Define, evaluate, and compare functions.

A.M.8.9 Generate an arithmetic sequence given a rule (e.g., given the initial number 2 and the rule "add 3," generate 2, 5, 8, 11…). Given a table or function rule and the input value, determine the output.	Given a sequence and rule, extend the sequence three spaces.	Given a sequence and rule, extend the sequence one space.	Attend to and discuss extending an arithmetic sequence.
A.M.8.10 Given graphical representations, determine if the graph is a straight line or not a straight line (staying within Quadrant I).	Given a graphical representation, identify the straight line.	Given a curved and straight line, determine the differences.	Using a straight line and an unrelated object, identify the straight line.

Use functions to model relationships between quantities

A.M.8.11 Given a linear function represented by a table, answer questions (e.g., Given a table, find the cost of 3 shirts.) 	Shirts	Cost
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1	$6
2	$12
3	$18
4	$24		Answer simple questions about a linear function represented by a table.	Read and discuss a linear function represented by a table.	Model and discuss a linear function represented by a table.
A.M.8.12 Demonstrate an understanding of an increase or decrease on a graph.	Answer questions about an increase or decrease on a graph.	Identify an increase or decrease on a graph.	Attend to and discuss an increase or decrease on a graph.

Geometry

Understand congruence and similarity using physical models, transparencies, or geometry software.

A.M.8.13 Recognize translations, rotations, and reflections of shapes.	Observe and replicate a reflection.	Observe and replicate a rotation.	Observe and replicate a translation.

A.M.8.14 Identify shapes that are congruent. Instructional Note: Shapes are not required to be in the same orientation.	Given shapes, sort based on size and shape.	Given shapes, sort based on size.	Sort by shape.
A.M.8.15 Identify shapes that are similar. Instructional Note: Shapes are not required to be in the same orientation.	Discuss attributes of similar shapes.	Match similar shapes.	Sort by shape.

Solve real-world and mathematical problems involving cylinders, cones, and spheres.			
A.M.8.16 Identify attributes of and/or real-world situations involving cones, cylinders, and spheres.	Discuss attributes of cones, cylinders, and spheres.	Match cones, cylinders, and spheres.	Identify a cone, cylinder, and sphere.

Investigate patterns of association in bivariate data.			
A.M.8.17 Compare and contrast two different tables or graphs (e.g., menus, student schedules, price charts, temperature charts).	Contrast two different tables or graphs.	Compare two different tables or graphs.	Attend to and discuss tables and graphs.

Support for WV Alternate Academic Achievement Standards
English/Language Arts • Grade 6

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
Reading			
Cluster: Key Ideas and Details			
A.ELA.6.1 Ask and/or answer questions about key ideas; such as who or what, to demonstrate understanding of key details in literary text.	Identify key details about "who" and "what" is in literary text.	Given choice(s), answer questions about key details in literary text.	Given choice(s), identify a detail from text. (e.g. 2 choices: one obvious, one distractor)
A.ELA.6.2 Retell stories using key details from the text; determine the lesson or moral of the story.	Given key details, retell stories from the text.	Given choice(s), sequence key details from the text to retell the story.	Identify choice(s) that retell an element from the text.
A.ELA.6.3 Describe characters in a literary text (e.g., their traits, motivations, or feelings).	Describe a character's motivation or actions in a literary text.	Given choice(s), describe a character's traits in a literary text.	Given choice(s), identify a character trait in a literary text.
A.ELA.6.4 Ask and answer questions about key ideas; such as who and what to demonstrate understanding of key details in informational texts.	Identify key ideas about "who" or "what" is in informational texts.	Given choice(s), ask or answer questions about key details in an informational text.	Given choice(s), identify a detail from an informational text.
A.ELA.6.5 Demonstrate an understanding of the main idea of an informational text; recount the key details.	Identify the main idea and one key detail of an informational text.	Given choice(s), identify the main idea of an informational text and sequence the key details.	Given choice(s), identify the main idea of an informational text.
A.ELA.6.6 Describe the individuals, events, or pieces of information in an informational text.	Given choice(s), describe individuals, events, or pieces of information in an informational text.	Given choice(s), describe individuals or events in an informational text.	Given choice(s), identify key ideas from an informational text.

Cluster: Craft and Structure			
A.ELA.6.7 Identify words or phrases in literary text that suggest meaning and tone.	Given choice(s), identify words or phrases in a literary text that suggest meaning and tone.	Given choice(s), identify meaning and tone in a literary text.	Given choice(s), identify the meaning of a literary text.
A.ELA.6.8 Describe the overall structure of a story including how the beginning introduces the story and the ending concludes the action in a familiar literary text.	Identify the overall structure of the story including the beginning and end of a familiar literary text.	Given choice(s), sequence the beginning, middle, and end of a familiar literary text.	Given choice(s), identify the beginning or end of a familiar literary text.
A.ELA.6.9 Identify who is telling the story at various points in a literary text.	Given choice(s), identify who is telling the story in the beginning and end of a literary text.	Given choice(s), identify who is telling the story at the beginning of the literary text.	Given choice(s), identify who is telling the story in a simple literary text.
A.ELA.6.10 Determine the meaning of general academic words and phrases from an informational text.	Define the meaning of general academic words from an informational text.	Given choice(s), identify the meaning of general academic words from an informational text.	Given choice(s), identify the meaning of a word from an informational text.
A.ELA.6.11 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, and/or icons) to locate key facts or information from an informational text.	Use text features to locate information from an informational text.	Identify which text feature is needed to locate a key fact from an informational text.	Given choice(s), identify a text feature from an informational text.
A.ELA.6.12 Identify the main purpose of informational texts, including what the author wants to answer, explain, or describe.	Identify the main purpose of informational texts, including what the author wants to describe.	Identify the main purpose of an informational text.	Given choice(s), identify the main purpose of an informational text.

Cluster: Integration of Knowledge and Ideas			
A.ELA.6.13 Identify similarities or differences between a literary text and visual elements or multimedia presentations of the literary text.	Given choice(s), identify similarities or differences between a literary text and visual elements.	Given choice(s), identify differences between a literary text and visual elements.	Given choice(s), identify one difference between a literary text and visual element.

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A.ELA.6.14 Use the illustrations and/or details in a text to describe its key ideas in informational texts.	Identify key details in a text to describe ideas in an informational text.	Identify key details in an informational text.	Given choice(s), identify an illustration that describes a key detail in an informational text.
A.ELA.6.15 Identify the author's claims and supporting evidence in an informational text.	Identify the author's claims in an informational text.	When evidence is provided, identify the author's claims.	Given choice(s), identify the author's claims.
Cluster: Range of Reading and Text Complexity			
A.ELA.6.16 Read and demonstrate understanding of literature, including stories, dramas, and poetry, while engaged in individual or group readings of appropriately challenging literary texts.	Read or listen to a variety of literature (stories, dramas, and/or poetry) and demonstrate understanding by identifying key details.	Read or listen to a variety of literature (stories, dramas, and/or poetry) and demonstrate understanding by choosing a key detail.	Listen to a variety of literature, including stories, dramas, and poetry.
A.ELA.6.17 Read and demonstrate understanding of appropriately challenging informational texts, including social studies, science, and technical texts, while engaged in individual or group readings.	Read or listen to a variety of informational texts (social studies, science, or technical texts) and demonstrate understanding by identifying key details.	Read or listen to a variety of informational texts (social studies, science, or technical texts) and demonstrate understanding by choosing a key detail.	Listen to informational texts, including social studies, science, or technical texts.

Writing			
Cluster: Text Types and Purposes			
A.ELA.6.18 Use drawing, dictating, and/or writing to compose an opinion piece with relevant evidence.	Given choice(s), use drawing, dictating, and/or writing to compose an opinion piece.	Use drawing, dictating, or writing to compose a sentence to express an opinion on a topic.	Given choice(s), indicate a personal opinion. (e.g. given a picture of ketchup or mustard and asked which he/she likes better, student chooses the picture that reflects his/her opinion.
A.ELA.6.19 Use drawing, dictating, and/or writing to compose informative/explanatory texts to convey ideas.	Use drawing, dictating, and/or writing to compose an informative and/or explanatory sentence(s).	Use drawing, dictating, or writing to compose an informative sentence to convey an idea.	Use drawing, dictating, or writing to compose an informative word to convey an idea.

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A.ELA.6.20 Use drawing, dictating, and/or writing to compose a narrative of a short sequence of events including transition words.	Use drawing, dictating, and/or writing to compose a narrative of a short sequence of events with the transition words provided.	Use drawing, dictating, or writing to compose a sentence with a transition word.	Use drawing, dictating, or writing to sequence events using transition words.
Cluster: Production and Distribution of Writing			
A.ELA.6.21 Produce writing in which the development and organization are appropriate to task and purpose.	Produce a series of sentences in which the development and organization are appropriate to task and purpose.	Produce a sentence in which the development and organization are appropriate to task and purpose.	Produce a word appropriate to task and purpose.
A.ELA.6.22 Revise and edit to strengthen writing as needed.	When given a series of sentences, edit for spelling, capitalization, and ending punctuation.	When given a sentence, edit for capitalization and ending punctuation.	When given a sentence, edit for ending punctuation.
A.ELA.6.23 Working individually or in a collaborative group, use a variety of digital tools to produce and publish writing.	Use a digital tool to produce a series of sentences.	Use a digital tool to produce a sentence.	Use a digital tool to produce a word.
Cluster: Research to Build and Present Knowledge			
A.ELA.6.24 Conduct a short research project to answer a question.	Given theme or topic, conduct a short research project to answer a question.	Conduct a short research project to answer a question using a given theme or topic and provided tools (i.e., website, magazines, articles).	Given choice(s), answer a question about an informational text.
A.ELA.6.25 Recall information from experiences or gather information from provided sources to answer a question.	Gather information from provided sources to answer a question.	Recall information to answer a question from a personal experience.	Given choice(s), answer a question from personal experiences.

A.ELA.6.26 Draw evidence from literary and informational texts to support writing. • Apply grade 6 reading standards to literary texts (e.g., "retell stories using key details from the text; determine the lesson or moral of the story"). • Apply grade 6 reading standards to informational texts (e.g., "identify the main topic of a multiple-paragraph informational text and retell key details").	Draw evidence from literary texts to support writing.	Draw evidence from informational text to support writing.	Given choice(s), select a response that supports a sentence.
Cluster: Range of Writing			
A.ELA.6.27 Write routinely for a range of discipline-specific tasks, purposes, and audiences.	Write a series of sentences for a range of discipline-specific tasks, purposes, and audiences.	Write a sentence for a range of discipline-specific tasks, purposes, or audiences.	Draw or write for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Cluster: Comprehension and Collaboration			
A.ELA.6.28 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on a variety of grade 6 topics and issues and appropriately challenging texts. • Follow agreed-upon rules for discussion (e.g., listening to others with care and speaking one at a time about the topics and text under discussion). • Respond appropriately to the comments of others through two or more exchanges. • Ask questions to clear up any confusion about the topics and texts under discussion.	Engage and maintain communication with familiar and unfamiliar people on a variety of topics and issues regarding given text.	Engage in communication with familiar and unfamiliar people on a variety of topics.	Communicate needs and wants with familiar and unfamiliar people.

A.ELA.6.29 Retell or describe key ideas or details presented in diverse media and formats (e.g., visually, read aloud, orally).	Describe key ideas or details presented in diverse media and formats (e.g., visually, read aloud, orally).	Retell key ideas presented in diverse media and formats (e.g., visually, read aloud, orally).	Given choice(s), pick a key idea presented in diverse media and formats.
A.ELA.6.30 Ask and/or answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask questions about what a speaker says to clarify understanding of a topic or issue.	Answer a question about what a speaker says to clarify comprehension.	Given choice(s), answer questions about what a speaker says.
Cluster: Presentation of Knowledge and Ideas			
A.ELA.6.31 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, using eye contact, adequate volume, and clear pronunciation.	Recount an experience with appropriate facts using relevant, descriptive details, eye contact, adequate volume, and clear pronunciation.	State a fact(s) to recount an experience using eye contact, adequate volume, and pronunciation.	Repeat fact(s) using eye contact, adequate volume, and/or clear pronunciation.
A.ELA.6.32 Include multimedia components (e.g., graphics, images, music, and/or sound) and visual displays in presentations to clarify information.	Include multimedia components (e.g., graphics, images, music, and/or sound) or visual displays in presentations to clarify information.	Create a poster to clarify information in a presentation.	Draw or choose a picture for a presentation to clarify information.
A.ELA.6.33 Speak in complete sentences when appropriate to task and situation in order to provide requested details or clarification.	Speak in complete sentences when appropriate to task or situation.	Speak in a complete sentence to answer a question.	Use a word to answer a question.

Language			
Cluster: Conventions of Standard English			
A.ELA.6.34 Demonstrate understanding of the conventions of Standard English grammar and usage when writing or speaking. • Use collective nouns (e.g., group). • Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, and fish). • Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, or told). • Use frequently occurring adjectives and adverbs. • Produce and expand complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Identify the conventions of Standard English grammar and usage when writing or speaking. (e.g., nouns, verbs, adjectives, etc…)	Identify nouns and verbs when writing and speaking.	Identify a word as a noun.
A.ELA.6.35 Demonstrate understanding of conventions of Standard English, capitalization, spelling, and punctuation when writing. • Capitalize the first word in a sentence. • Use appropriate ending punctuation in simple declarative, interrogative, imperative, and exclamatory sentences. • Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns or by consulting references as needed.	Demonstrate understanding of conventions of Standard English, capitalization, spelling, or punctuation when writing.	Demonstrate understanding of conventions of Standard English by capitalizing the first word in a sentence.	Identify punctuation when given a sentence.

Cluster: Knowledge of Language			
A.ELA.6.36 Use knowledge of language and its conventions when writing, speaking, reading, or listening. · Choose words and phrases for effect. · Recognize and observe differences between the conventions of spoken and written Standard English.	Use knowledge of language and its conventions to read and write when communicating with others.	Use knowledge of language and its conventions to speak and listen when communicating with others.	Use knowledge of language and its conventions to request an item.

Cluster: Vocabulary Acquisition and Use			
A.ELA.6.37 Determine or clarify the meaning of unknown words choosing flexibly from various strategies. · Use context clues to determine the meaning of an unfamiliar word or phrase. · Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	Determine or identify the meaning of unknown words in a series of sentences.	Given an unknown word, locate it in a text.	Given choice(s), select the unfamiliar picture.
A.ELA.6.38 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. · Identify the meaning of simple similes (e.g., The man was as big as a tree.). · Demonstrate understanding of words by identifying other words with similar and different meanings.	Demonstrate an understanding of words that are similar or different in meaning.	Identify words that are similar or different in meaning.	Identify the pictures or items that have similar relationships (e.g., Given a pencil and a shoe, point to the writing utensil).

A.ELA.6.39 Acquire and accurately use general academic and domain-specific words and phrases.	Accurately use general academic and domain-specific words and phrases.	Identify general academic and domain-specific word(s) that correlate to the text.	Given choice(s), select the domain-specific word that correlates to the text.

Support for WV Alternate Academic Achievement Standards
English/Language Arts • Grade 7

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
Reading			
Cluster: Key Ideas and Details			
A.ELA.7.1 Ask and/or answer questions about key ideas; such as who and what, to demonstrate understanding of key details in literary text.	Identify key ideas about "who" or "what" is in literary text.	Given choice(s), ask or answer questions about key details in literary text.	Given choice(s), identify a detail from text.
A.ELA.7.2 Determine the central message, lesson, or moral of a literary text and explain how it is conveyed through key details in the literary text.	Given key details, retell stories from the text, determine the lesson, or moral of the story.	Given choice(s), sequence key details from the text to retell the story.	Identify choice(s) that retell an element from the text.
A.ELA.7.3 Describe characters in a literary text (e.g., their traits, motivations, or feelings).	Describe a character's motivation or actions in a literary text.	Given choice(s), describe characters in a literacy text.	Given choice(s), identify character trait(s).
A.ELA.7.4 Ask and answer questions about key ideas; such as who and what to demonstrate understanding of key details in informational texts.	Identify key ideas about "who" or "what" is in informational texts.	Given choice(s), ask or answer questions about key details in an informational text.	Given choice(s), identify a detail from an informational text.
A.ELA.7.5 Determine the main idea of an informational text; recount the key details and explain how they support the main idea.	Identify the main idea and one key detail of an informational text.	Given choice(s), identify the main idea of an informational text and sequence the key details.	Given choice(s), identify the main idea of an informational text.
A.ELA.7.6 Describe the individuals, events, or pieces of information in an informational text.	Given choice(s), describe Individuals, events, or pieces of information in an informational text.	Given choice(s), describe individuals or events in an informational text	Given choice(s), identify the main idea of an informational text.

Cluster: Craft and Structure			
A.ELA.7.7 Identify words or phrases in literary text that suggest meaning and tone.	Given choice(s), identify words or phrases in a literary text that suggest meaning and tone.	Given choice(s), identify meaning and tone in a literary text.	Given choice(s), identify meaning of literary text.
A.ELA.7.8 Describe the overall structure of a story including the introduction, body, and conclusion in a literary text	Identify the overall structure of the story including the beginning and ending of a familiar literary text.	Given choice(s), sequence the beginning, middle, and end of a familiar literary text.	Given choice(s), identify the beginning or ending of a familiar literary text.
A.ELA.7.9 Identify who is telling the story at various points in a literary text.	Given choice(s), identify who is telling the story at the beginning and end of a literary text.	Given choice(s), identify who is telling the story at the beginning of the literary text.	Given choice(s), identify who is telling the story.
A.ELA.7.10 Determine the meaning of general academic and domain-specific words and phrases in an informational text.	Define the meaning of general academic and domain-specific words in an informational text.	Given choice(s), identify the meaning of general academic and domain-specific words in an informational text.	Given choice(s), identify the meaning of a word.
A.ELA.7.11 Describe the overall structure (e.g., chronology, comparison, cause/effect, or problem/solving) of events, ideas, concepts, or information in all or part of an informational text.	Identify the structure of events, ideas, concepts, or information in part of an informational text.	Identify cause and effect in an informational text.	Given choice(s), identify cause and effect.
A.ELA.7.12 Identify the main purpose of informational text, including what the author wants to answer, explain, or describe.	Identify the main purpose of informational texts, including what the author wants to describe.	Identify the main purpose of the informational text.	Given choice(s), identify the main purpose of informational text.
Cluster: Integration of Knowledge and Ideas			
A.ELA.7.13 Identify similarities and/or differences between a literary text and visual elements or multimedia presentations of the literary text.	Given choice(s), identify similarities or differences between literary text and visual elements.	Given choice(s), identify differences between literary text and visual elements.	Given choice(s), identify one difference between a literary text and a visual element.
A.ELA.7.14 Use the illustrations and/or details in an informational text to describe its key ideas.	Identify key details in a text to describe ideas in an informational text.	Identify key details in an informational text.	Identify an illustration that describes a key detail in an informational text.

A.ELA.7.15 Identify the author's claims and supporting evidence in an informational text.	Identify the author's claims in an informational text.	When evidence is provided, identify the author's claim.	Given choice(s), identify the author's claim.
Cluster: Range of Reading and Text Complexity			
A.ELA.7.16 Read and demonstrate understanding of literature, including stories, dramas, and poetry, while engaged in individual or group readings of appropriately challenging literary texts.	Read or listen to a variety of literature (stories, dramas, and/or poetry) and demonstrate understanding by identifying key details.	Read or listen to a variety of literature (stories, dramas, and/or poetry) and demonstrate understanding by choosing a key detail.	Listen to a variety of literature, including stories, dramas, and poetry.
A.ELA.7.17 Read and demonstrate understanding of appropriately challenging informational texts, including social studies, science, and technical texts, while engaging in individual or group readings.	Read or listen to a variety of appropriately challenging informational texts (social studies, science, or technical texts), and demonstrate understanding by identifying key details.	Read or listen to a variety of informational texts (social studies, science, or technical texts) and demonstrate understanding by choosing a key detail.	Listen to informational texts, including social studies, science, or technical texts.
Writing			
Cluster: Text Types and Purposes			
A.ELA.7.18 Use drawing, dictating, and/or writing to compose an opinion piece with relevant evidence.	Use drawing, dictating, and/or writing to choose and compose an opinion piece.	Use drawing, dictating, or writing to compose a sentence to express an opinion on a topic.	Given choice(s), indicate a personal opinion. (e.g. given a picture of ketchup or mustard, student picks their opinion on which is better)
A.ELA.7.19 Use drawing, dictating, and/or writing to compose informative/explanatory texts to convey ideas.	Use drawing, dictating, and/or writing to compose an informative and/or explanatory sentence(s).	Use drawing, dictating, or writing to compose an informative sentence to convey an idea.	Use drawing, dictating, or writing to compose an informative word to convey an idea.
A.ELA.7.20 Use drawing, dictating, and/or writing to compose a narrative of a short sequence of events including transition words.	Use drawing, dictating, and/or writing to compose a narrative of a short sequence of events given transition words.	Use drawing, dictating, or writing to compose a sentence with a transition word.	Use drawing, dictating, or writing to sequence events using transition words.

Cluster: Production and Distribution of Writing			
A.ELA.7.21 Produce writing in which the development and organization are appropriate to task and purpose.	Produce a series of sentences in which the development and organization are appropriate to task and purpose.	Produce a sentence in which the development and organization are appropriate to task and purpose.	Produce a word (i.e. copy or trace) appropriate to task and purpose.
A.ELA.7.22 Revise and edit to strengthen writing.	When given a series of sentences, edit for spelling, capitalization, and punctuation.	When given a sentence, edit for capitalization and ending punctuation.	When given a sentence edit for punctuation.
A.ELA.7.23 Working individually or in a collaborative group, use a variety of digital tools to produce and publish writing.	Use a digital tool to create a series of sentences.	Use a digital tool to produce a sentence.	Use a digital tool to produce a word.
Cluster: Research to Build and Present Knowledge			
A.ELA.7.24 Conduct a short research project to answer a question.	Given a theme or topic, conduct a short research project to answer a question.	Conduct a short research project to answer a question using a given theme or topic and tools provided (i.e., website, magazines, articles).	Given choice(s), answer a question about an informational text.
A.ELA.7.25 Recall information from experiences or gather information from provided sources to answer a question.	Gather information from provided sources to answer a question.	Recall information to answer a question from a personal experience.	Given choice(s), answer a question from personal experiences.
A.ELA.7.26 Draw evidence from literary and informational texts to support writing. • Apply grade 7 reading standards to literary texts (e.g., "determine the central message, lesson, or moral of a literary text and explain how it is conveyed through key details in the literary text"). • Apply grade 7 reading standards to informational text (e.g., "describe the individuals, events, or pieces of information in an informational text").	Draw evidence from literary texts to support writing.	Draw evidence from informational text to support writing.	Given choice(s), select a response that supports a sentence.

Cluster: Range of Writing			
A.ELA.7.27 Write routinely for a range of discipline-specific tasks, purposes, and audiences.	Write a series of sentences for a range of discipline-specific tasks, purposes and audiences.	Write a sentence for a discipline-specific tasks, purposes, or audiences.	Draw or write for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Cluster: Comprehension and Collaboration			
A.ELA.7.28 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on a variety of grade 7 topics and issues and appropriately challenging texts. · Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and text under discussion). · Respond appropriately to the comments of others through two or more exchanges. · Ask questions to clear up any confusion about the topics and texts under discussion.	Engage and maintain communication with familiar and unfamiliar people on a variety of topics and issues regarding a given text.	Engage in communication with familiar and unfamiliar people on a variety of topics.	Communicate needs and wants with familiar and unfamiliar people.
A.ELA.7.29 Retell or describe key ideas or details presented in diverse media and formats (e.g., visually, read aloud, orally).	Describe key ideas or details presented in diverse media and formats (e.g., visually, read aloud, orally).	Retell key ideas presented in diverse media and formats (i.e., visually, read aloud, orally).	Given choice(s), pick a key idea presented in diverse media and formats.
A.ELA.7.30 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask and answer questions about what a speaker says to clarify understanding of a topic or issue.	Answer a question about what a speaker says to clarify comprehension.	Give choice(s), answer questions about what a speaker says.

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Cluster: Presentation of Knowledge and Ideas			
A.ELA.7.31 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, using eye contact, adequate volume, and clear pronunciation.	Recount an experience with appropriate facts using relevant, descriptive details, using eye contact, adequate volume, and clear pronunciation.	State fact(s) to recount an experience using eye contact, adequate volume, and pronunciation.	Repeat fact(s) using eye contact, adequate volume, and/or clear pronunciation.
A.ELA.7.32 Include multimedia components (e.g., graphics, images, music, and/or sound) and visual displays in presentations to clarify information.	Include multimedia components (e.g., graphics, images, music, and/or sound) or visual displays in presentations to clarify information.	Create a poster to clarify information in a presentation.	Draw or choose a picture for a presentation to clarify information.
A.ELA.7.33 Speak in complete sentences when appropriate to task and situation in order to provide requests details or clarification.	Speak in a complete sentence when appropriate to task or situation.	Speak in a complete sentence to answer a question.	Use a word to answer a question.

Language			
Cluster: Conventions of Standard English			
A.ELA.7.34 Demonstrate understanding of the conventions of Standard English grammar and usage when writing or speaking. · Use collective nouns (e.g., group). · Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, and fish). · Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, or told). · Use frequently occurring adjectives and adverbs. · Produce and expand complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Identify the conventions of Standard English grammar and usage when writing or speaking. (i.e., nouns, verbs, adjectives, etc...)	Identify nouns and verbs when writing and speaking.	Identify a word as a noun.
A.ELA.7.35 Demonstrate understanding of conventions of Standard English capitalization, spelling, and punctuation when writing. · Capitalize the first word in a sentence. · Use appropriate ending punctuation in simple declarative, interrogative, imperative, and exclamatory sentences. · Spell untaught word phonetically, drawing or letter-sound relationships and common spelling patterns or by consulting references as needed.	Identify understanding of conventions of Standard English capitalization, spelling, or punctuation when writing.	Demonstrate understanding of conventions of Standard English by capitalizing the first word in a sentence.	Identify punctuation when given a sentence.

Cluster: Knowledge of Language			
A.ELA.7.36 Use knowledge of language and its conventions when writing, speaking, reading, or listening. · Choose words and phrases for effect. · Recognize and observe differences between the conventions of spoken and written Standard English.	Use knowledge of language and its conventions to read and write when communicating with others.	Use knowledge of language and its conventions to speak and listen when communicating with others.	Use knowledge of language and its conventions to request an item.
Cluster: Vocabulary Acquisition and Use			
A.ELA.7.37 Determine or clarify the meaning of unknown words choosing flexibly from various strategies. · Use context clues to determine the meaning of an unfamiliar word or phrase. · Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). · Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	Determine or identify the meaning of unknown words in a series of sentences.	Given an unknown word locate it in a given text.	Given choice(s), select the unfamiliar picture.
A.ELA.7.38 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. · Identify the literal and nonliteral meanings of words in context. · Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of words that are similar or different in meaning.	Identify words that are similar or different in meaning.	Identify the pictures or items that have similar relationships (e.g. given a pencil and a shoe, point to the writing utensil).

A.ELA.7.39 Acquire and accurately use conversational, general academic, and domain-specific words and phrases.	Accurately use general academic and domain-specific words and phrases.	Identify conversational, general academic, and domain-specific word(s) that correlate to the text.	Given choice(s), select the conversational and/or domain-specific word that correlates to the text.

Support for WV Alternate Academic Achievement Standards
English/Language Arts • Grade 8

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
Reading			
Cluster: Key Ideas and Details			
A.ELA.8.1 Ask and/or answer questions about key ideas; such as who, what, when, and where, to demonstrate understanding of key details in literary text.	Identify key ideas about "who" or "what" is in literary text.	Given choice(s), ask or answer questions about key details in literary text.	Given choice(s), identify a detail from text.
A.ELA.8.2 Identify the central idea of a literary text and summarize key details.	Given key details, retell stories from the literary text.	Given choice(s), sequence key details from the literary text to retell the story.	Identify a choice(s) that retells an element from the text.
A.ELA.8.3 Describe characters in a literary text (e.g., their traits, motivations, or feelings).	Describe a character's motivation or actions in a literary text.	Given choice(s), describe characters in a literacy text.	Given choice(s), identify a character trait(s).
A.ELA.8.4 Ask and answer questions about key ideas; such as who, what, when, and where to demonstrate understanding of key details in informational texts.	Identify key ideas about "who" or "what" is in informational text.	Given choice(s), ask or answer questions about key details in an informational text.	Given choice(s), identify a detail from an informational text.
A.ELA.8.5 Identify the central idea of an informational text and summarize key details.	Identify the central idea and one key detail of an informational text.	Given choice(s), identify the main idea of an informational text and sequence the key details.	Given choice(s), identify the main idea of an informational text.
A.ELA.8.6 Describe individuals, events, or pieces of information in an informational text.	Given choice(s), describe Individuals, events, or pieces of information in an informational text.	Given choice(s), describe individuals or events in an informational text.	Given choice(s), identify the main idea of an informational text.

Cluster: Craft and Structure			
A.ELA.8.7 Determine the meaning of words or phrases in literary text and their impact on meaning and tone.	Given choice(s), identify words or phrases that suggest meaning and tone in a literary text.	Given choice(s), identify the meaning and tone in an informational text.	Given choice(s), identify meaning of a literary text.
A.ELA.8.8 Compare and contrast the structure of two literary texts.	Compare or contrast two literary texts.	Given choice(s), identify a similarity and difference between two literary texts.	Compare the covers of two texts and identify the differences.
A.ELA.8.9 Identify who is telling the story at various points in a literary text.	Given choice(s), identify who is telling the story at the beginning and end of a literary text.	Given choice(s), identify who is telling the story at the beginning of a literary text.	Given choice(s), identify who is telling the story.
A.ELA.8.10 Identify words or phrases in informational text that suggest meaning and tone.	Given choice(s), identify words or phrases in an informational text that suggest meaning and tone.	Given choice(s), identify the meaning and tone in an informational text.	Given choice(s), identify meaning in an informational Text.
A.ELA.8.11 Describe the overall structure of a specific paragraph in an informational text.	Identify the structure of events, ideas, concepts, or information in part of an informational text.	Identify the topic sentence of a specific paragraph in an informational text.	Given choice(s), identify the paragraph.
A.ELA.8.12 Identify the main purpose of informational text, including what the author wants to answer, explain, or describe.	Identify the main purpose of informational texts, including what the author wants to describe.	Identify the main purpose of an informational text.	Given choice(s), identify the main purpose of an informational text.
Cluster: Integration of Knowledge and Ideas			
A.ELA.8.13 Identify similarities and differences between a literary text and visual elements or multimedia presentations of the literary text.	Given choice(s), identify similarities or differences between a literary text and visual elements.	Given choice(s), identify differences between a literary text and visual elements.	Given choice(s), identify one difference between a literary text and a visual element.
A.ELA.8.14 Use information gained from illustrations (e.g., maps or photographs) and/or the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Identify key details in a text to describe ideas in an informational text. Identify key details in an informational text that describe ideas from the text.	Identify key details in an informational text.	Identify an illustration that describes a key detail in an informational text.

A.ELA.8.15 Identify the author's claims and supporting evidence in an informational text.	Identify the author's claims in the informational text.	When evidence is provided, identify the author's claim.	Given choice(s), identify the author's claim.
Cluster: Range of Reading and Text Complexity			
A.ELA.8.16 Read and demonstrate understanding of literature, including stories, dramas, and poetry, while engaged in individual or group readings of appropriately challenging literary texts.	Read or listen to a variety of literature (stories, dramas, and/or poetry) and demonstrate understanding by identifying key details.	Read or listen to a variety of literature (stories, dramas, and/or poetry) and demonstrate understanding by choosing a key detail.	Listen to a variety of literature, including stories, dramas, and poetry.
A.ELA.8.17 Read and demonstrate understanding of appropriately challenging informational texts, including social studies, science, and technical texts, while engaged in individual or group readings.	Read or listen to a variety of appropriately challenging informational texts (social studies, science, or technical texts) and demonstrate understanding by identifying key details.	Read or listen to a variety of informational texts (social studies, science, or technical texts) and demonstrate understanding by choosing a key detail.	Listen to informational texts, including social studies, science, or technical texts.
Writing			
Cluster: Text Types and Purposes			
A.ELA.8.18 Use drawing, dictating, and/or writing to compose an opinion piece with relevant evidence.	Use drawing, dictating, and/or writing to choose and compose an opinion piece.	Use drawing, dictating, or writing to compose a sentence to express an opinion on a topic.	Given choice(s), select a personal opinion. (e.g., given a picture of ketchup or mustard, student picks their opinion on which is better)
A.ELA.8.19 Use drawing, dictating, and/or writing to compose informative/explanatory texts to convey ideas.	Use drawing, dictating, and/or writing to compose an informative and/or explanatory sentence(s).	Use drawing, dictating, or writing to compose an informative sentence to convey an idea.	Use drawing, dictating, or writing to compose an informative word to convey an idea.
A.ELA.8.20 Use drawing, dictating, and/or writing to compose a narrative of a short sequence of evidence including transition words.	Use drawing, dictating, and/or writing to compose a narrative of a short sequence of events given transition words.	Use drawing, dictating, or writing to compose a sentence with a transition word.	Use drawing, dictating, or writing to sequence events using transition words.

Support for WV Alternate Academic Achievement Standards

Cluster: Production and Distribution of Writing			
A.ELA.8.21 Produce writing in which the development and organization are appropriate to task and purpose.	Produce a series of sentences in which the development and organization are appropriate to task and purpose.	Produce a sentence in which the development and organization are appropriate to task and purpose.	Produce a word (i.e. copy or trace) appropriate to task and purpose.
A.ELA.8.22 Strengthen writing by planning, revising, editing, rewriting, or trying a new approach.	When given a series of sentences, edit for spelling, capitalization, and punctuation.	When given a sentence, edit for capitalization and ending punctuation.	When given a sentence edit for punctuation.
A.ELA.8.23 Use a variety of digital tools to produce and publish writing, including a collaboration with peers.	Use a digital tool to create a series of sentences.	Use a digital tool to produce a sentence.	Use a digital tool to produce a word.

Cluster: Research to Build and Present Knowledge			
A.ELA.8.24 Conduct a short research project drawing on several sources to answer a question.	Given theme or topic, conduct a short research project to answer a question.	Conduct a short research project to answer a question using a given theme or topic and tools provided (i.e., website, magazines, articles).	Given choice(s), answer a question about an informational text.
A.ELA.8.25 Recall information from experiences or gather information from provided sources to answer a question.	Gather information from provided sources to answer a question.	Recall information to answer a question from a personal experience.	Given choices, answer a question from personal experience.

A.ELA.8.26 Draw evidence from literary or informational texts to support writing.	Draw evidence from literary texts to support writing.	Draw evidence from informational text to support writing.	Given choice(s), answer a question about an informational text.
• Apply grade 8 reading standards to literary texts (e.g., "identify the central ideas of a literary text and summarize key details").			
• Apply grade 8 reading standards to informational texts (e.g., "ask and answer questions about key ideas; such as who, what, when, and where to demonstrate understanding of key details in informational texts.").			
Cluster: Range of Writing			
A.ELA.8.27 Write routinely for a range of discipline-specific tasks, purposes, and audiences.	Write a series of sentences for a range of discipline-specific tasks, purposes, and audiences.	Write a sentence for discipline-specific tasks, purposes, or audiences	Draw or write for a discipline-specific task, purpose, and audience.
Speaking and Listening			
Cluster: Comprehension and Collaboration			
A.ELA.8.28 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on a variety of grade 8 topics and issues and appropriately challenging texts.	Engage and maintain communication with familiar and unfamiliar people on a variety of topics and issues relating to a given text.	Engage in communication with familiar and unfamiliar people on a variety of topics.	Communicate needs and wants with familiar and unfamiliar people.
• Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion).			
• Respond appropriately to the comments of others through two or more exchanges.			
• Ask questions to clear up any confusion about the topics and texts under discussion.			

A.ELA.8.29 Retell or describe key ideas or details presented in diverse media and formats (e.g., visually, read aloud, orally).	Describe key ideas or details presented in diverse media and formats (e.g., visually, read aloud, orally).	Retell key ideas presented in diverse media and formats (i.e., visually, read aloud, orally).	Given choice(s), pick a key idea presented in diverse media and formats.
A.ELA.8.30 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask questions about what a speaker says to clarify understanding of a topic or issue.	Answer a question about what a speaker says to clarify comprehension.	Answer questions about what a speaker says.
Cluster: Presentation of Knowledge and Ideas			
A.ELA.8.31 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, using eye contact, adequate volume, and clear pronunciation.	Recount an experience with appropriate facts using relevant, descriptive details, providing eye contact, adequate volume, and clear pronunciation.	State a fact(s) to recount an experience using eye contact, adequate volume, and pronunciation.	Repeat fact(s) using eye contact, adequate volume, and/or clear pronunciation.
A.ELA.8.32 Include multimedia components (e.g., graphics, images, music, and/or sound) and visual displays in presentations to clarify information.	Include multimedia components (e.g., graphics, images, music, and/or sound) or visual displays in presentations to clarify information.	Create a poster to clarify information in a presentation.	Draw or choose a picture for a presentation to clarify information.
A.ELA.8.33 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Speak in a complete sentence when appropriate to task or situation.	Speak in a complete sentence to answer a question.	Use a word to answer a question.

Language			
Cluster: Conventions of Standards English			
A.ELA.8.34 Demonstrate understanding of the conversation of Standard English grammar and usage when writing or speaking. • Use collective nouns (e.g., group). • Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, and fish). • Use reflexive pronouns (e.g., myself or ourselves). • Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, or told). • Use frequently occurring adjectives and adverbs. • Use determiners (e.g., articles and demonstratives). • Produce and expand complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Identify the conventions of Standard English grammar and usage when writing or speaking. (i.e., nouns, verbs, adjectives, etc...)	Identify nouns and verbs when writing and speaking.	Identify a word as a noun.

A.ELA.8.35 Demonstrate understanding of conventions of Standard English capitalization, spelling, and punctuation when writing. ・ Capitalize the first word in a sentence. ・ Use appropriate end punctuation in simple declarative, interrogative, imperative, and exclamatory sentences. ・ Spell untaught words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	Identify understanding of conventions of Standard English capitalization, spelling, or punctuation when writing.	Demonstrate understanding of conventions of Standard English by capitalizing the first word in a sentence.	Identify punctuation when given a sentence.
NOTE: No existing ELA.8.36			
Cluster: Knowledge of Language			
A.ELA.8.37 Determine or clarify the meaning of unknown words choosing flexibly from various strategies. ・ Use context clues to determine the meaning of an unfamiliar word or phrase. ・ Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). ・ Seek clarification and meaning support when unfamiliar words are encountered while reading or communication.	Determine or identify the meaning of unknown words in a series of sentences.	Given an unknown word, locate it in a given text.	Given choice(s), select the unfamiliar picture.

A.ELA.8.38 Demonstrate understanding or figurative language, word relationships, and nuances in word meanings. · Demonstrate understanding of the use of multiple meaning words. · Use knowledge of common words to understand the meaning of compound words in which they appear (e.g., birdhouse, household).	Demonstrate understanding of words that are similar or different in meaning.	Identify words that are similar or different in meaning.	Identify the pictures or items that have similar relationships. (e.g. Given a pencil and a shoe, point to the writing utensil).
A.ELA.8.39 Acquire and accurately use conversational, general academic, and domain-specific words and phrases.	Accurately use general academic and domain-specific words and phrases.	Identify conversational, general academic, and domain-specific word(s) that correlate to the text.	Given choice(s), select the conversational and/or domain-specific word that correlates to the text.

Support for WV Alternate Academic Achievement Standards
Science • Grade 6

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
Life Science			
Interdependent Relationships in Ecosystems			
A.S.6.1 Use models of food chains/webs to identify producers and consumers in aquatic and terrestrial ecosystems.	Identify the meaning of "producers" and "consumers."	Given a food chain and two choices, identify the consumer or producer.	Attend to and observe a model of a food chain.
A.S.6.2 Identify particular ecosystems where organisms can survive well or not survive.	Identify what plants and animals need to survive.	Given multiple ecosystems, match animals to the appropriate ecosystem.	Given one ecosystem and animals from that ecosystem, match the animals to the ecosystem.
Matter and Energy in Organisms and Ecosystems			
A.S.6.3 Identify how resources availability (e.g., food, water, and shelter) affects survival of a population (e.g., wildlife and plants).	Answer simple questions about what resources are needed for the survival of a population.	Match wildlife and plants to a given functioning population.	Attend to and observe a working population.
A.S.6.4 Identify and/or describe how changes to an ecosystem affect (e.g., drought, flood, fire, building roads and houses) everything within the ecosystem (e.g., wildlife and plants).	Compare a healthy ecosystem to an ecosystem that has been changed.	Identify and describe changes in an ecosystem.	Given two choices, identify the healthy ecosystem.
Waves and Electromagnetic Radiation			
A.S.6.5 Use a model to show how light waves or sound waves are reflected, absorbed, or transmitted through various materials (e.g., colored glass, mirrors, water, air, walls).	Model how light or sound waves are reflected or absorbed.	Interact with and explore items that produce light waves and sound waves.	Attend to and observe how light or sound waves move.

Earth and Space Science

Space System

A.S.6.6 Use an Earth-Sun-Moon model to show the orbit of the moon around Earth and its cyclic patterns.	Use an Earth-Moon model to show the orbit of the moon around Earth.	Identify the Earth, Sun, and Moon.	Given choice(s), identify the Earth.

Weather and Climate

A.S.6.7 Use observations of local weather conditions to describe patterns over time.	Record weather data over time and use it to answer simple questions.	Observe and discuss local weather conditions.	Given choice(s), identify weather conditions.
A.S.6.8 Use a model to show regional climates based on the rotation of the Earth.	Identify seasons and changes due to the rotation of the Earth.	Given choice(s), identify parts of the Earth (e.g., hemispheres, which is closer to the sun).	Given choice(s), identify a model of the Earth.

Human Impacts

A.S.6.9 Identify solutions to reduce the impacts of natural hazards on humans (e.g., build above a flood plain, build earth quake resistant buildings, monitor emerging alert systems).	Identify natural hazards and their impact on humans.	Identify natural hazards.	Given choices, identify a natural hazard (e.g., picture of a tornado and a house- identify the natural hazard).

Engineering, Technology, and Applications of Science

Engineering Design

A.S.6.10 Identify possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem (e.g., building a road in a different place if it floods during heavy rains, planting trees to provide habitats for animals, transporting things from one place to another).	Given a problem and choices, pick the best solution to the problem (e.g., If a plant is dying what would you do? Water it or cover it with a blanket).	Given a solution and choices, identify the problem (e.g., Why did we water the plant? Was it dying or growing?).	Attend to and observe solutions to a given problem.

Science Literacy

Reading: Key Ideas and Details

A.S.6.11 Follow 1-2 step directions when taking measurements or carrying out experiments.	Given modeling, follow a one-step direction while taking measurements.	Given modeling, follow a one-step direction during an experiment.	Replicate a one-step direction during an experiment.

Reading: Craft and Structure

A.S.6.12 Match developmentally appropriate words to domain specific definitions.	Use a dictionary/glossary to define developmentally appropriate words.	Match a picture to a developmentally appropriate word.	Given choice(s), match a picture to a word.

Reading: Integration of Knowledge and Ideas

A.S.6.13 Express developmentally appropriate information visually (e.g., in a flowchart, diagram, model).	Answer simple questions about visually represented information.	Given the data set, identify the corresponding chart/diagram.	Identify a chart.

Reading: Text Types and Purposes

A.S.6.14 Create a picture graphic (e.g., paper and pencil, pictures from magazines) to represent developmentally appropriate discipline specific content (e.g., weather, food chain, ecosystems, erosion).	Given a blank picture graphic, organize and complete graphic to represent developmentally appropriate content.	Given a picture graphic with items missing, complete the graphic (e.g., Given a food chain with something missing, fill in the missing item).	Given a content-specific picture, match the corresponding picture (e.g., match weather types, ecosystems, etc.).

Support for WV Alternate Academic Achievement Standards
Science • Grade 7

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
Life Science			
Structure, Function, and Information Processing			
A.S.7.1 Describe how organs (e.g., heart, lungs) support the survival of animals, including humans.	Identify main body organs and their functions.	Using a model, identify the organ placement of an animal, including humans.	Attend to and observe that animals, including humans, are made up of organs.
A.S.7.2 Use a model to describe that animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways.	Given choices, match a sense to the corresponding response or feeling (e.g., smelling a cookie= child smiling, touch a rose thorn= sad face).	Match pictures of senses to their operation (e.g., nose=smelling a rose).	Given choices, identify the five senses (e.g. picture of a nose and a piece of paper- ask which we use to smell).
Physical Science			
Energy			
A.S.7.3 Test a device (e.g., foam, plastic, or metal container, insulated box, or thermos) to either minimize or maximize thermal energy transfer (e.g., keeping liquids hot or cold, allowing liquids to warm or cool quickly, keeping hands warm in cold temperatures).	Chart temperature change over a set period of time.	Identify and read temperatures on a thermometer and determine if it is hot, warm, or cold.	Attend to and observe that certain materials keep liquids warmer longer.
Forces and Interactions			
A.S.7.4 Identify safety equipment or devices that minimize force of a collision (e.g., floor mats, helmets, steel-toed boots).	Discuss safety equipment and match it to a task (e.g., helmet = bike riding).	Choose safety equipment or devices from a group of items.	Given choice(s), identify safety equipment (e.g., picture of a helmet and a chair – Ask student which would protect them in a bike accident).

A.S.7.5 Demonstrate and/or describe the change in motion of objects based on the forces acting on those objects.	Demonstrate change in motion of objects when forces act on those objects.	Given materials and models, demonstrate motion of objects.	Attend to and observe forces acting on objects.
Earth and Space Sciences			
Earth's Systems			
A.S.7.6 Use a model to describe changes within the rock cycle between igneous, metamorphic, and sedimentary rock.	Match the type of rock to its term (igneous, metamorphic, and sedimentary).	Sort igneous, metamorphic, and sedimentary rocks/pictures.	Identify a rock.
A.S.7.7 Use a model to describe the changes within the water cycle.	Label the parts of the water cycle.	Identify states of matter in a water cycle (solid, liquid, gas).	Given choice(s), identify a liquid.
A.S.7.8 Compare two methods people might use to help protect the Earth's resources.	Identify Earth's resources and ways to protect them.	Identify items that can be recycled or reused.	Given choice(s), identify the items that are good for our Earth (e.g., sort pictures such as, littering, recycling, waste production).
History of Earth			
A.S.7.9 Describe and/or illustrate how the geoscience processes (e.g., freeze-thaw, wind, rain, runoff) change the Earth's surface (e.g., cracks, crumbling, forming creeks and rivers).	When given a geoscience process, identify the expected change on the Earth's surface.	Match the geoscience process with change on the Earth's surface.	Given choice(s), identify a change in the Earth's surface (e.g., picture of erosion and a picture of a table).
Human Impact			
A.S.7.10 Illustrate human impact on the environment (e.g. water, land, pollution).	Describe the human impact on the environment when given a scenario.	Given choice(s), identify changes in the environment created by humans.	Attend to and observe human impact on the environment.

Engineering, Technology, and Applications of Science

Engineering Design

A.S.7.11	Given a problem and choices, pick	Given a solution and choices,	Attend to and observe solutions to
Identify possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem (e.g., building a road in a different place if it floods during heavy rains, planting trees to provide habitats for animals, transporting things from one place to another).	the best solution to the problem (e.g., If a plant is dying what would you do? Water it or cover it with a blanket).	identify the problem (e.g., Why did we water the plant? Was it dying or growing?).	a given problem.

Science Literacy

Reading: Key Ideas and Details

A.S.7.12	Given modeling, follow a one-step direction while taking measurements.	Given modeling, follow a one-step direction during an experiment.	Replicate a one-step direction during an experiment.
Follow 1-2 step directions when taking measurements or carrying out experiments.			

Reading: Craft and Structure

A.S.7.13	Use a dictionary/glossary to define developmentally appropriate words.	Match a picture to a developmentally appropriate word.	Given choice(s), match a picture to a word.
Match developmentally appropriate words to domain specific definitions			

Reading: Integration of Knowledge and Ideas

A.S.7.14	Answer simple questions about visually represented information.	Given a data set, identify the corresponding chart/diagram.	Identify a chart.
Express developmentally appropriate information visually (e.g., in a flowchart, diagram, model).			

Reading: Text Types and Purposes

A.S.7.15	Given a blank picture graphic, organize and complete graphic to represent developmentally appropriate content.	Given a picture graphic with items missing, complete the graphic (e.g., given a food chain with something missing, fill in the missing item).	Given a content specific picture, match the corresponding picture (e.g., match weather types, ecosystems, etc.).
Create a picture graphic (e.g., paper and pencil, pictures from magazine) to represent developmentally appropriate discipline specific content (e.g., weather, food chain, ecosystems, erosion).			

Support for WV Alternate Academic Achievement Standards
Science • Grade 8

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
Life Science			
Growth, Development, and Reproduction of Organism			
A.S.8.1 Describe how environmental resources (e.g., food, light, space, water) influence growth of organisms.	Match pictures of organisms to their environment (e.g., fat deer= lots of vegetation, or thin deer= dead vegetation).	Model resources needed to sustain life (e.g., pictures of healthy environments).	Given choice(s), identify environmental resources needed to sustain life.
A.S.8.2 Make a claim supported by evidence that offspring inherit traits from their parents.	Given pictures of an adult and offspring, list similar traits.	Match the adult and offspring based on similar traits.	Given pictures, match the adult to the offspring.
Natural Selection and Adaptations			
A.S.8.3 Identify the changes in fossils throughout the history of life on Earth.	Given choice(s), choose the condition that can cause changes to fossils.	Identify how a fossil is formed.	Identify a fossil.
A.S.8.4 Match particular species of plants and/or animals to their environments.	Use a dictionary/glossary to define "animal," "plant," and "environment."	Given choice(s), pick the animal or plant that lives in a specific environment.	Given one environment and animals from that environment, match the animal to the environment.
Physical Science			
Structure and Properties of Matter			
A.S.8.5 Develop models of atoms and simple molecules.	Label the parts of an atom or simple molecule.	Define an atom.	Given choice(s), identify an atom.

A.S.8.6 Provide examples of using natural resources to create synthetic materials and the impact on society.	Identify what synthetic materials can be created using natural resources.	Identify natural resources.	Given choice(s), identify a natural resource.
A.S.8.7 Provide evidence that some changes caused by heating or cooling can be reversed and some cannot.	Conduct a simple experiment that results in changes in states of matter and discuss results.	Answer questions after observing a simple experiment that results in changes in states of matter.	Attend to and observe a simple experiment that results in changes in states of matter (e.g., freezing ice, melting crayons).

Chemical Reactions

A.S.8.8 Interpret and analyze data on the properties (e.g., color, texture, odor, and state of matter) of substances before and after chemical changes have occurred (e.g., burning sugar or burning steel wool, rusting metals, dissolving an effervescent tablets).	Conduct a simple experiment and analyze the properties of the substances.	Answer questions on the properties of a substance after observing a simple experiment.	Attend to and observe a simple experiment that results in changes in the properties of a substance.

Earth and Space Science

Human Impact

A.S.8.9 Demonstrate an understanding that an increase in human population will require more resources from the Earth.	Discuss population and how Earth's resources are used.	Identify how the number of people in an area (community) affect how we live.	Identify the need for each person to have resources (e.g., we have six students, each person needs a lunch. If we get a new student how many lunches will we need?).

Engineering, Technology, and Applications of Science

Engineering Design

A.S.8.10 Identify possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem (e.g., building a road in a different place if it floods during heavy rains, planting trees to provide habitats for animals, transporting things from one place to another).	Given a problem and choices, pick the best solution to the problem (e.g., If a plant is dying what would you do? Water it or cover it with a blanket).	Given a solution and choices, identify the problem (e.g., Why did we water the plant? Was it dying or growing?).	Attend to and observe solutions to a given problem.

Science Literacy

Reading: Key Ideas and Details

A.S.8.11 Follow 1-2 step directions when taking measurements or carrying out experiments.	Given modeling, follow a one-step direction while taking measurements.	Given modeling, follow a one-step direction during an experiment.	Replicate a one-step direction during an experiment.

Reading: Craft and Structure

A.S.8.12 Match developmentally appropriate words to domain specific definitions.	Use a dictionary/glossary to define developmentally appropriate words.	Match a picture to a developmentally appropriate word.	Given choice(s), match a picture to a word.

Reading: Integration of Knowledge and Ideas

A.S.8.13 Express developmentally appropriate information visually (e.g., in a flowchart, diagram, model).	Answer simple questions about visually represented information.	Given a data set, identify the corresponding chart/diagram.	Identify a chart.

Writing: Text Types and Purposes

A.S.8.14 Create a picture graphic (e.g., paper and pencil, pictures from magazine) to represent developmentally appropriate discipline specific content (e.g., weather, food chain, ecosystems, erosion).	Given a blank picture graphic, organize and complete graphic to represent developmentally appropriate content.	Given a picture graphic with items missing, complete the graphic (e.g., given a food chain with something missing, fill in the missing item).	Given a content specific picture, match the corresponding picture (e.g., match weather types, ecosystems, etc.).

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