Support for Alternate Academic Achievement Standards

MATHEMATICS, ENGLISH LANGUAGE ARTS AND SCIENCE • K-5

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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
Mathematics • Kindergarten

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
Counting and Cardinality			
Cluster: Know number names and the count sequence.			
A.M.K.1 Starting with one, count to ten by ones using concrete objects.	Starting with one, count to 8 by ones using concrete objects.	Starting with one, count to 5 by ones using concrete objects.	Starting with one, count to 2 by ones using concrete objects.
A.M.K.2 Using five objects, count forward beginning from a given number within the known sequence.	Using four objects, count forward beginning from a given number within the known sequence.	Using three objects, count forward beginning from a given number within the known sequence.	Using two objects, count forward beginning from a given number within the known sequence.
A.M.K.3 Recognize or trace numbers from 1 to 5. Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects).	Recognize or trace numbers 1-4. Represent a number of objects with a written numeral 1 – 4.	Recognize or trace numbers 1-3. Represent a number of objects with a written numeral 1 – 3.	Recognize or trace numbers 1-2. Represent a number of objects with a written numeral 1 – 2.
Cluster: Count to tell the number of objects.			
A.M.K.4 Demonstrate one-to-one correspondence (one number for each item) by counting each of up to five items only once.	Demonstrate one-to-one correspondence by counting each of four items.	Demonstrate one-to-one correspondence by counting each of two items.	Demonstrate one-to-one correspondence by counting one item.
A.M.K.5 Count and tag/label up to five items from a larger set.	Count and tag/label up to four items from a larger set.	Count and tag/label up to three items from a larger set.	Count and tag/label up to two items from a larger set.

Cluster: Compare numbers.			
A.M.K.6 When presented two groups of objects, identify whether the number of up to five objects is more than, less than, or equal to the number of objects in another group.	When presented two groups of objects, identify whether the number of up to four objects is more than, less than, or equal to the number of objects in another group.	When presented two groups of objects, identify whether the number of up to three objects is more than, less than, or equal to the number of objects in another group.	Given a model, when presented two groups of objects, identify whether the number of up to five objects is more than, less than, or equal to the number of objects in another group.
A.M.K.7 Compare two numbers between 1 and 5 presented as written numerals.	Compare two numbers between 1 and 4 presented as written numerals.	Compare two numbers between 1 and 3 presented as written numerals.	Given a model, compare two numbers between 1 and 3 presented as written numerals.

Operations and Algebraic Thinking

Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
A.M.K.8 Solve addition and subtraction word problems and add and subtract within 5 by using objects or drawings to represent the problem.	Solve addition and subtraction word problems and add and subtract within 4 by using objects or drawings to represent the problem.	Solve addition and subtraction word problems and add and subtract within 3 by using objects or drawings to represent the problem.	Given a model, solve addition and subtraction word problems and add and subtract within 3 by using objects or drawings to represent the problem.
A.M.K.9 Decompose numbers less than or equal to 5 into pairs in more than one way by using objects or drawings.	Decompose numbers less than or equal to 4 into pairs in more than one way by using objects or drawings.	Decompose numbers less than or equal to 3 into pairs in more than one way by using objects or drawings.	Given a model, decompose numbers less than or equal to 5 into pairs in more than one way by using objects or drawings.
A.M.K.10 For any number from 1 to 4, find the number that makes 5 when added to the given number by using objects or drawings, and record the answer with an object or drawing.	For any number from 1 to 3, find the number that makes 4 when added to the given number by using objects or drawings, and record the answer with an object or drawing.	For any number from 1 to 2, find the number that makes 3 when added to the given number by using objects or drawings, and record the answer with an object or drawing.	Given a model, for any number from 1 to 4, find the number that makes 5 when added to the given number by using objects or drawings, and record the answer with an object or drawing.
A.M.K.11 Add and subtract within 5 using objects or drawings.	Add and subtract within 4 using objects or drawings.	Add and subtract within 3 using objects or drawings.	Add and subtract within 2 using objects or drawings.

Measurement and Data

Cluster: Describe and compare measurable attributes.

A.M.K.12 Demonstrate an understanding of attributes of objects (big/small, heavy/light).	Demonstrate an understanding of 2 attributes of objects (big/small, heavy/light).	Demonstrate an understanding of 1 attribute of objects (big/small, heavy/light).	Given a model, demonstrate an understanding of attributes of objects (big/small, heavy/light).
A.M.K.13 Compare two objects according to attributes (big/small, heavy/light).	Compare two similar objects of size and weight according to attributes (big/small, heavy/light).	Compare two opposite objects of size and weight according to attributes (big/small, heavy/light).	Given a model, compare two objects according to attributes (big/small, heavy/light).

Cluster: Classify objects and count the number of objects in each category.

A.M.K.14 Sort objects according to attributes (big/small, heavy/light).	Sort two similar objects of size and weight according to attributes (big/small, heavy/light).	Sort two opposite objects of size and weight according to attributes (big/small, heavy/light).	Given a model, sort objects according to attributes (big/small, heavy/light).

Geometry

Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

A.M.K.15 Using manipulatives, sort shapes by color, shape, and/or size.	Using manipulatives, sort shapes by shape and size.	Using manipulatives, sort shapes by color and shape.	Given a model, using manipulatives, sort shapes by color, shape, and/or size.
A.M.K.16 Match shapes of same size and orientation (circle, square, rectangle, triangle).	Match shapes of same size.	Match shapes of same orientation.	Given a model, match shapes of same size and orientation (circle, square, rectangle, triangle).
A.M.K.17 Given choices from a selection, identify shapes found in real-life objects (circle, square, rectangle, and triangle).	Given choices from a selection, identify shapes found in/and around the school (circle, square, rectangle, and triangle).	Given choice(s) from a selection, identify shapes found in/around the classroom (circle, square, rectangle, and triangle).	Given choice(s) from a selection, identify circles found in/and around the classroom.

Cluster: Analyze, compare, create and compose shapes.

A.M.K.18 With scaffolding and support, model shapes in the world by building shapes from components (e.g., sticks and clay balls) or drawing shapes.	With scaffolding and support, model shapes in the world by building shapes (circle, square and rectangle) from components (e.g., sticks and clay balls) or drawing shapes.	With scaffolding and support, model shapes in the world by building shapes (circle and rectangles) from components (e.g., sticks and clay balls) or drawing shapes.	With scaffolding and support, model shapes in the world by building circles from components (e.g., sticks and clay balls) or drawing shapes.

Support for WV Alternate Academic Achievement Standards
Mathematics • Grade 1

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
Operations and Algebraic Thinking			
Cluster: Represent and solve problems involving addition and subtraction.			
A.M.1.1 Use manipulatives to add and/or subtract within ten.	Use manipulatives to add and/or subtract within eight.	Use manipulatives to add and/or subtract within five.	Use manipulatives to add and/or subtract within three.
A.M.1.2 Solve word problems involving situations of adding to, taking from, putting together, taking apart and/or comparing.	Solve word problems involving situations of adding to, taking from, putting together, taking apart and/or comparing up to ten.	Solve word problems involving situations of adding to, taking from, putting together, taking apart and/or comparing up to eight.	Solve word problems involving situations of adding to, taking from, putting together, taking apart and/or comparing up to five.
Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.			
A.M.1.3 Understand the Commutative Property of Addition using manipulatives (e.g., two objects put together with three objects is equivalent to three objects put together with two objects).	Understand the Commutative Property of Addition using manipulatives up to ten.	Understand the Commutative Property of Addition using manipulatives up to eight.	Understand the Commutative Property of Addition using manipulatives up to five.
A.M.1.4 Using manipulatives, from a given number of objects, determine the number of objects needed to make five objects.	Using manipulatives, from a given number of objects, determine the number of objects needed to make four objects.	Using manipulatives, from a given number of objects, determine the number of objects needed to make three objects.	Using manipulatives, from a given number of objects, determine the number of objects needed to make two objects.

Cluster: Add and subtract within 20.

A.M.1.5 Use manipulatives or visual representations to indicate the number that results when adding one more. Apply knowledge of "one less" to subtract one from a number.	Use manipulatives or visual representations to indicate the number that results when adding "one more" up to ten. Apply knowledge of "one less" to subtract one from a number up to ten.	Use manipulatives or visual representations to indicate the number that results when adding "one more" up to eight. Apply knowledge of "one less" to subtract from a number up to eight.	Use manipulatives or visual representations to indicate the number that results when adding "one more" up to five. Apply knowledge of "one less" to subtract one from a number up to five.
A.M.1.6 Add or subtract within five, demonstrating fluency for addition or subtraction within five and using strategies such as · counting on; · making five (e.g., 1 + 4 = 3 + 2 = 2 + 3 or 4 + 1 = 5 + 0 = 0 + 5 = 5); · decomposing a number leading to a five.	Add or subtract within four, demonstrating fluency for addition or subtraction within four and using various strategies.	Add or subtract within three, demonstrating fluency for addition or subtraction within three and using various strategies.	Add or subtract within two, demonstrating fluency for addition or subtraction within two and using various strategies.

Cluster: Work with addition and subtraction equations.

A.M.1.7 Understand the concept of equivalence (e.g., two objects put together with three objects is equivalent to four object put together with one object).	Understand the concept of equivalence in number sets up to ten.	Understand the concept of equivalence in number sets up to five.	Model two equivalent number sets.

Number and Operations in Base Ten

Cluster: Extend the counting sequence.

A.M.1.8 Starting with one, count to fifteen by ones using concrete objects. Recognize or trace numbers from 1 to 15. Represent a number of objects with a written numeral 0-15 (with 0 representing a count of no objects).	Starting with one, count to ten by ones using concrete objects. Recognize or trace numbers from 1 to 10. Represent a number of objects with a written numeral 0-10 (with 0 representing a count of no objects).	Starting with one, count to five by ones using concrete objects. Recognize or trace numbers from 1 to 5. Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects).	Using manipulatives, show one-to-one correspondence up to three. Recognize or trace numbers from 1-3. Represent a number of objects with a written numeral 0-

Support for WV Alternate Academic Achievement Standards

Cluster: Understand place value.			
A.M.1.9 Create sets of ten.	Create sets of eight.	Create sets of six.	Given a model, create sets of four.
A.M.1.10 When presented two groups of objects, identify whether the number of up to ten objects is more than, less than, or equal to the number of objects in another group.	When presented two groups of objects, identify whether the number of up to eight objects is more than, less than, or equal to the number of objects in another group.	When presented two groups of objects, identify whether the number of up to six objects is more than, less than, or equal to the number of objects in another group.	When presented two groups of objects, identify whether the number of up to three objects is more than, less than, or equal to the number of objects in another group.
Cluster: Use place value understanding and properties of operations to add and subtract.			
A.M.1.11 Add within 10, using concrete models or drawings.	Add within 8, using concrete models or drawings.	Add within 6, using concrete models or drawings.	Add within 4, using concrete models or drawings.
A.M.1.12 Using manipulatives to add and/or subtract within ten.	Using manipulatives to add and/or subtract within eight.	Using manipulatives to add and/or subtract within six.	Using manipulatives to add and/or subtract within three.
Measurement and Data			
Cluster: Measure lengths indirectly and by iterating length units.			
A.M.1.13 Order three objects by length.	Order two objects by length.	Given a model, put three objects in order by length.	Given a model, put two objects in order by length.
A.M.1.14 Compare lengths to identify which is longer/shorter, taller/shorter.	Compare lengths to identify which is longer/shorter, taller/shorter up to three objects.	Compare lengths to identify which is longer/shorter, taller/shorter up to two objects.	Given a model, compare lengths to identify which is longer/shorter, taller/shorter.

Cluster: Tell and write time.			
A.M.1.15 Determine multiple measures of time. • Demonstrate an understanding of the terms tomorrow, yesterday, and today. • Demonstrate an understanding of the terms morning, afternoon, day, and night. • Identify activities that come before, next, and after. Demonstrate an understanding that certain activities (lunch, recess, etc.) occur at the same time daily.	Determine multiple measures of time. • Demonstrate an understanding of the terms tomorrow and yesterday. • Demonstrate an understanding of the terms morning, day, and night. • Identify activities that come before and next. Demonstrate an understanding that certain activities (breakfast, lunch and home time) occur at the same time daily	Determine multiple measures of time. • Demonstrate an understanding of the terms yesterday and today. • Demonstrate an understanding of the terms day and night. • Using a model / picture schedule, identify activities that come before and next. Demonstrate an understanding that certain activities (lunch and recess, etc.) occur at the same time daily.	Determine multiple measures of time. • Demonstrate an understanding of the term today. • Demonstrate an understanding of the term day. • Using a model, identify activities that come next. Using a picture schedule demonstrate that breakfast occurs at the same time daily.

Cluster: Represent and interpret data.			
A.M.1.16 Organize data into categories by sorting.	Organize data into three categories by sorting.	Organize data into two categories by sorting.	Given a model, organize data into categories.
A.M.1.17 Sort shapes based on attributes.	Given two attributes, sort shapes into categories.	Given a specific attribute, sort shapes.	Sort by shape (e.g. by triangles, squares, circles, etc.)
A.M.1.18 Put together shapes to make a different shape.	Put together shapes to make a circle or square.	Given choice(s), put together shapes to make a different shape.	Given a model, put together shapes to make a different shape.
A.M.1.19 Decompose a shape (circle and square) into 2 equal parts.	Decompose a shape (circle and square) into 2 equal parts.	Decompose a shape (circle and square) into 2 equal parts.	Given a model, decompose a shape (circle and square) into 2 equal parts.

Support for WV Alternate Academic Achievement Standards
Mathematics • Grade 2

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
Operations and Algebraic Thinking			
Cluster: Represent and solve problems involving addition and subtraction.			
A.M.2.1 Using manipulatives, use addition and / or subtraction within ten to solve problems involving adding to, taking from, putting together, taking apart, and/or comparing.	Using manipulatives, use addition and/or subtraction within eight to solve problems involving adding to, taking from, putting together and/or comparing.	Using manipulatives, use addition and/or subtraction within six to solve problems involving adding to, taking from, putting together, taking apart, and/or comparing.	Using manipulatives, use addition and/or subtraction within three to solve problems involving adding to, taking from, putting together, taking apart, and/or comparing.
Cluster: Add and subtract within 20.			
A.M.2.2 Using manipulatives to add and/or subtract within ten.	Using manipulatives, add and/or subtract within eight.	Using manipulatives, add and/or subtract within six.	Using manipulatives, add and/or subtract within three.
Cluster: Work with equal groups of objects to gain foundations for multiplication.			
A.M.2.3 Use manipulatives to determine whether a group of objects up to ten has an odd or even number of members by pairing objects.	Use manipulatives to determine whether a group of objects up to eight has an odd or even number of members by pairing objects.	Use manipulatives to determine whether a group of objects up to six has an odd or even number of members by pairing objects.	Use manipulatives to determine whether a group of objects up to three has an odd or even number of members by pairing objects.
A.M.2.4 Use manipulatives to arrange up to ten objects in evenly distributed rows or columns.	Use manipulatives to arrange up to eight objects in evenly distributed rows or columns.	Use manipulatives to arrange up to six objects in evenly distributed rows or columns.	Use manipulatives to arrange up to four objects in evenly distributed rows or columns.
Number and Operations in Base Ten			
Cluster: Understand place value.			
A.M.2.5 Represent numbers up to 20 with sets of tens and ones using manipulatives.	Represent numbers up to 15 with sets of tens and ones using manipulatives.	Represent numbers up to 10 with sets of tens and ones using manipulatives.	Represent numbers up to 5 with sets of ones using manipulatives.

A.M.2.6 Use manipulatives to count within 30. Introduce skip counting by 2s up to 10, then 5s up to 20, then tens up to 30.	Use manipulatives to count within 20. Introduce skip counting by 2s up to 10; 5s up to 20 and 10s up to 20.	Use manipulatives to count within 10. Introduce skip counting by 2s up to 10, then 5s up to 10.	Use manipulatives to count within 10.
A.M.2.7 Recognize or trace numbers from 1 to 30. Represent a number of objects with a written numeral 0-30 (with 0 representing a count of no objects).	Recognize or trace numbers up to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Recognize or trace numbers up to 10. Represent a number of objects with a written numeral 0-10 (with 0 representing a count of no objects).	Recognize or trace numbers up to 5.
A.M.2.8 When presented two groups of objects, identify whether the number of up to twenty objects is more than, less than, or equal to the number of objects in another group.	When presented two groups of objects, identify whether the number of up to fifteen objects is more than, less than, or equal to the number of objects in another group.	When presented two groups of objects, identify whether the number of up to ten objects is more than, less than, or equal to the number of objects in another group.	When presented two groups of objects, identify whether the number of up to five objects is more than, less than, or equal to the number of objects in another group.

Cluster: Use place value understanding and properties of operations to add and subtract.

A.M.2.9 Using manipulatives, demonstrate adding to, taking from, putting together, taking apart, and/or comparing within twenty.	Using manipulatives, demonstrate adding to, taking from, putting together, taking apart, and/or comparing within fifteen.	Using manipulatives, demonstrate adding to, taking from, putting together, taking apart, and/or comparing within ten.	
A.M.2.10 Use objects and numbers (0-20) to add and subtract including symbolic representation (e.g., 2 + 3 = 5).	Use objects and numbers (0-15) to add and subtract including symbolic representation (e.g., 2 + 3 = 5).	Use objects and numbers (0-10) to add and subtract including symbolic representation (e.g., 2 + 3 = 5).	
A.M.2.11 Demonstrate the concept of equivalence (e.g., two objects put together with three objects is equivalent to four objects put together with one object) using symbolic representation (e.g., 2 + 3 = 4 + 1).	Demonstrate the concept of equivalence (e.g., two objects put together with three objects is equivalent to four objects put together with one object) using symbolic representation (e.g., 2 + 3 = 4 + 1) up to the sum of ten.	Demonstrate the concept of equivalence (e.g., two objects put together with three objects is equivalent to four objects put together with one object) using symbolic representation (e.g., 2 + 3 = 4 + 1) up to the sum of five.	
A.M.2.12 Demonstrate skip counting by tens up to 50.	Demonstrate skip counting by tens up to 30.	Demonstrate skip counting by tens up to 20.	

A.M.2.13	Using manipulatives as a support, add/or subtract within 15.	Using manipulatives as a support, add/or subtract within 10.
Using manipulatives as a support, add/or subtract within 20.		

Measurement and Data

Cluster: Measure and estimate lengths in standard units.

A.M.2.14	Measure the length of objects using non-standard units up to twelve units.	Measure the length of objects using non-standard units up to five units.
Measure the length of objects using non-standard units.		
A.M.2.15	Measure the length of an object using three non-standard units.	Measure the length of an object using two non-standard units.
Measure the length of an object using multiple non-standard units.		
A.M.2.16	Recognize standard tools of measurement (e.g. ruler, yardstick and tape measure). Choose the appropriate tools to measure objects of various lengths of objects in/around the school.	Recognize standard tools of measurement (e.g. a ruler and a tape measure). Choose the appropriate tools to measure objects of various lengths of objects in/around the classroom.
Recognize standard tools of measurement. Choose the appropriate tools to measure objects of various lengths.		
A.M.2.17	With guidance and support, order various objects located in/around the school by length and measure the length of objects using standard length units.	With guidance and support, order various objects by length and measure the length of objects using standard length units up to of objects in/around the classroom.
With guidance and support, order various objects by length and measure the length of objects using standard length units.		

Cluster: Relate addition and subtraction to length.

A.M.2.18	Use addition and subtraction within 15 to solve word problems involving lengths that are given in the same units.	Use addition and subtraction within 10 to solve word problems involving lengths that are given in the same units.
Use addition and subtraction within 20 to solve word problems involving lengths that are given in the same units.		
A.M.2.19	Use the number line to add one more unit of length up to and including ten units.	Use the number line to add one more unit of length up to five units.
Use the number line to add one more unit of length.		

Cluster: Work with time and money.		
A.M.2.20 Identify the hour numbers on a digital clock that match a routine activity.	Identify the hour numbers on a digital clock that match a routine activity that happens during the school day.	Identify the hour numbers on a digital clock.
A.M.2.21 Recognize coins (penny, nickel, dime, and quarter) by appearance and value.	Recognize a penny, nickel and dime by appearance and value.	Recognize a nickel and penny by appearance and value.

Cluster: Represent and interpret data.			
A.M.2.22 Recognize a line plot. (e.g., line plot versus a bar graph).	Given three choices, recognize a line plot.	Given two choices, recognize a line plot.	Model a line plot.
A.M.2.23 Create a bar and/or picture graph to represent a data set with up to two categories. Interpret the data represented on the bar and/or picture graph. (e.g., how many in each column/row, more, less).	Create a bar graph to represent data with two categories and answer questions represented by the data.	Create a picture graph to represent a data set with up to two categories.	Given choice(s), determine the bar graph and/or picture graph.

Geometry

Cluster: Reason with shapes and their attributes			
A.M.2.24 Identify common two-dimensional shapes: square, triangle, circle, and rhombus.	Identify a two-dimensional square, triangle, and circle.	Identify a circle, triangle, and a square.	Identify a circle and a square.
A.M.2.25 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Partition a rectangle into rows and columns of same size squares up to 4 x 5 and count to find the total number of units.	Partition a rectangle into rows and columns of same size squares.	Given a model, partition a rectangle into rows and columns of same-size squares.
A.M.2.26 Partition circles and rectangles into two, three, or four equal shares. Describe the shares using words halves, thirds, fourths, etc. Recognize that equal shares of identical wholes need not have the same shape.	Partition circles and rectangles into two and four equal shares. Describe the shares using words, halves, and fourths.	Partition circles and rectangles into halves.	Given a model, partition circles into halves.

Support for WV Alternate Academic Achievement Standards
Mathematics • Grade 3

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
Operations and Algebraic Thinking			
Cluster: Represent and solve problems involving multiplication and division.			
A.M.3.1 Use manipulatives to demonstrate that multiplication is repeated addition.	Use 1's, 2's, and 3's and manipulatives to demonstrate multiplication as repeated addition.	Make a pattern of repeated addition.	Given a model, duplicate a pattern of repeated addition.
A.M.3.2 Use manipulatives to demonstrate an understanding of equal shares (e.g. six apples equally shared with three students is two apples each).	Make three or four equal groups to demonstrate an understanding of equal shares.	Make two equal groups using manipulatives.	Given three choices, match the two equal groups.
A.M.3.3 Use an array to solve multiplication problems within 20.	Given objects or by drawing, students will make an array of a multiplication problem within 15.	Given objects or by drawing, students will make an array of a multiplication problem within 10.	Given a model, duplicate an array of a multiplication problem.
A.M.3.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and 5 columns.	Given objects or by drawing, use addition to find the total of number of objects arranged in rectangular arrays with 4 rows and 4 columns.	Given objects or by drawing, find the total number of objects arranged in rectangular arrays up to 3 rows and 3 columns.	Given an array, count the total number of objects.
Cluster: Understand properties of multiplication and the relationship between multiplication and division.			
A.M.3.5 Use manipulatives to demonstrate the commutative property of multiplication by grouping objects within twenty objects (e.g. three groups of two is the same as two groups of three).	Demonstrate the commutative property of multiplication by grouping the objects two different ways using up to fifteen objects.	Given a model, demonstrate the commutative property of multiplication by grouping objects within ten objects.	Given choice(s), indicate which model demonstrates the commutative property of multiplication.

Cluster: Multiply and divide within 100.			
A.M.3.6 Demonstrate an understanding of the multiplication table and its use.	Use manipulatives to demonstrate the use of the multiplication table (0 – 9).	Use manipulatives to demonstrate the use of the multiplication table (0 – 5).	Count by ones and twos in a multiplication table format.
A.M.3.7 Solve one-step, real-world problems using addition or subtraction within thirty.	Given a real-world problem, determine addition or subtraction and solve the real-world problem within twenty.	Using pictures or objects, represent an addition or subtraction real world problem and solve within ten.	Duplicate a given addition or subtraction problem based on a real-world problem and solve the problem within five.
A.M.3.8 Demonstrate an understanding of skip-counting by twos, fives, and tens.	Given a number line, skip-count by fives and tens.	Given a number line, skip-count by fives.	Given a number, line skip-count by tens.

Number and Operations in Base Ten

Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic.			
A.M.3.9 Identify multiples of ten on a number line, (e.g. "friendly numbers" such as ten, twenty, thirty, etc.)	Given a blank number line starting with ten, complete the multiples of ten up to thirty (e.g. highlighter, counters, etc.).	Given a number line, identify the multiples of ten up to twenty (e.g. highlighter, counters, etc.).	Given a variety of numbers, identify the multiples of ten.
A.M.3.10 Add and subtract within 30 using strategies based on place value.	Add and subtract within 20 using strategies based on place value.	Add and subtract within 10 using strategies based on place value.	Add and/or subtract within 5.
A.M.3.11 Group objects together to form a ten. Count by tens up to 50 using models.	Using objects, make groups of 10's and count them up to 30 using models.	Using objects, make groups of 10's and count them up to 20.	Given a model and objects, duplicate a group of 10.

Number and Operations- Fractions

Cluster: Develop understanding of fractions as numbers.			
A.M.3.12 Demonstrate fractional understanding by demonstrating that a half is part of a whole and two-halves makes a whole.	Given manipulatives, show a whole and half of a given object.	Given a picture, color in half of picture.	Given a model, duplicate that putting two pieces together make a whole.

A.M.3.13 Demonstrate that one whole is bigger than one-half.	Given a whole and half, identify which object is whole and which object is a half.	Given a whole and half, determine which object is the whole.	Given a whole and half, determine which object is bigger.

Measurement and Data

Cluster: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

A.M.3.14 Use an analog and/or digital clock to identify time to the hour and/or half-hour.	Tell time to the hour on an analog clock.	Tell time to the hour on a digital clock.	Given choice(s), identify a digital clock.
A.M.3.15 Determine the volume of liquid using varying sizes of containers. Identify the container that holds more, and the container that holds less. Compare masses of objects by identifying which object is heavier or lighter.	Measure liquids using two different containers and determine which is more or less. Using a scale, compare two objects to determine which one is heavier.	Measure liquids using one container and determine which is more or less. Given two objects, identify which one is heavier.	Select the appropriate tool to measure liquid. Select the appropriate tool to measure weight.

Cluster: Represent and interpret data.

A.M.3.16 Use picture or bar graph data to interpret the data.	Count items on a bar graph to answer questions.	Count items on a picture graph to answer questions.	Identify data on a graph.
A.M.3.17 Generate measurement data by measuring the length of objects to the nearest whole number using standard tools, such as rulers, yardsticks, and/or meter sticks. Show the data on a line plot.	Measure common objects using a ruler, tape measure and/or yard stick to determine length up to 3 feet and show data on a line plot.	Given an object, measure the object up to a foot and show data on a line plot.	Measure the length of objects.

Cluster: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

A.M.3.18 Given a plane figure printed/drawn on graph paper, identify and color "one unit" of the figure.	Color in one unit of a given design.	Given objects, place object on "one unit".	Given choice(s), determine which has only one unit.

A.M.3.19 Given a plane figure printed/drawn on graph paper, introduce concepts of area by coloring more than one unit of the figure and counting the colored units.	Color units on graph paper and count the number of units up to 10.	Color units on graph paper and count the number of units up to 5.	Given choice(s), determine which has more than one unit represented.
A.M.3.20 Using graph paper, color an array of up to five rows and five columns and count the number of units.	Using graph paper, color an array of up to four rows and four columns and count the number of units.	Using graph paper, color an array of up to three rows and three columns and count the number of units.	Using a model, duplicate an array on graph paper.

Cluster: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

A.M.3.21 Distinguish sides from angles on regular and irregular polygons. Count the number of units to find the perimeter.	Distinguish sides from angles on regular and irregular polygons. Count the number of units to find the perimeter up to twenty.	Distinguish sides from angles on regular and irregular polygons.	Identify the sides of a regular polygon.

Geometry

Cluster: Reason with shapes and their attributes.

A.M.3.22 Describe attributes of two-dimensional shapes.	Describe two attributes of a two-dimensional shape.	Describe one attribute of a two-dimensional shape.	Given choice(s), match shapes.
A.M.3.23 Recognize that shapes can be partitioned into equal areas.	Recognize a shape that can be partitioned into three equal parts.	Recognize a shape that is partitioned into two parts.	Match a shape to its parts.

Support for WV Alternate Academic Achievement Standards
Mathematics • Grade 4

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
Operations and Algebraic Thinking			
Cluster: Use the four operations with whole numbers to solve problems.			
A.M.4.1 Represent verbal statements using manipulatives of multiplicative comparisons as multiplication equations.	Represent verbal statements using manipulatives of multiplicative comparisons as multiplication equations up to twenty.	Represent verbal statements using manipulatives of multiplicative comparisons as multiplication equations up to ten.	Given choice(s), select the multiplication equation modeled with manipulatives.
A.M.4.2 Use manipulatives and/or a multiplication table to multiply to solve word problems involving multiplicative comparison.	Use multiplication and/or a multiplication table to multiply to solve word problems involving multiplicative comparison of numbers up to thirty.	Use manipulatives and/or a multiplication table to multiply to solve word problems involving multiplicative comparison of numbers up to twenty.	Use manipulatives and/or a multiplication table to multiply to solve word problems involving multiplicative comparison of numbers up to ten.
A.M.4.3 Solve one-step real world problems using repeated addition or multiplication.	Solve one-step real world problems using repeated addition or multiplication of numbers up to thirty.	Solve one-step real world problems using repeated addition or multiplication of numbers up to twenty.	Solve one-step real world problems using repeated addition or multiplication of numbers up to ten.
Cluster: Gain familiarity with factors and multiples.			
A.M.4.4 Given a multiplication table, find all factor pairs (fact families) for a whole number in the range 1-20.	Given a multiplication table, find all factors for a whole number in the range 1 – 15.	Given a multiplication table, find all factor pairs (fact families) for a whole number in the range 1-10.	Given a multiplication table, find all factor pairs (fact families) for a whole number in the range 1-6.
Cluster: Generate and analyze patterns.			
A.M.4.5 Demonstrate an understanding of patterns by predicting "what comes next?" in a sequence of items of at least three objects.	Demonstrate an understanding of patterns by predicting "what comes next?" in a sequence of items of at least two objects.	Demonstrate an understanding of patterns by extending a pattern of two objects using concrete objects.	Model a pattern.

Number and Operations in Base Ten

Cluster: Generalize place value understanding for multi-digit whole numbers.

A.M.4.6 Recognize the ones, tens, and hundreds place in a three-digit number.	Recognize the ones and tens place value in a three-digit number.	Recognize the ones and tens place value in a two-digit number.	Given choice(s), recognize the ones place value in a two-digit number.
A.M.4.7 Use manipulatives to identify place value of numbers matching the number to the number name.	Use manipulatives to identify place value of numbers matching the number to the number name up to 50.	Use manipulatives to identify place value of numbers matching the number to the number name up to 30.	Use manipulatives to identify place value of numbers matching the number to the number name up to 15.
A.M.4.8 Use a number line within 50 to demonstrate rounding to the nearest ten.	Use a number line within 40 to demonstrate rounding to the nearest ten.	Use a number line within 30 to demonstrate rounding to the nearest ten.	Use a number line to determine if a number is closer to 10 or 0.

Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic.

A.M.4.9 Use manipulatives to add and subtract within 99.	Use manipulatives to add and subtract within 50.	Use manipulatives to add and subtract within 25.	Use manipulatives to add and subtract within 10.
A.M.4.10 Use number cubes or similar manipulatives to create an array, and with guidance count the manipulatives to demonstrate an understanding of multiplication.	Use number cubes or similar manipulatives to create an array, and count manipulatives to demonstrate an understanding of multiplication up 25.	Use number cubes or similar manipulatives to create an array, and with guidance count the manipulatives to demonstrate an understanding of multiplication up to 15.	Given a model, count the number of cubes.

Number and Operations- Fractions

Cluster: Extend understanding of fraction equivalence and ordering.

A.M.4.11 Use manipulatives to demonstrate the equivalence of 1 whole equaling 2 halves and four fourths.	Use manipulatives to demonstrate the equivalence of 1 whole equaling 4 fourths.	Use manipulatives to demonstrate the equivalence of 1 whole equaling 2 halves.	Given a model, duplicate how putting two pieces together makes a whole.
A.M.4.12 Use manipulatives to compare fraction parts and identify the difference between larger and smaller fractions.	Use manipulatives to compare fraction parts and identify the difference between larger and smaller fractions up to fourths.	Use manipulatives to compare fraction parts and identify the difference between larger and smaller fractions up to thirds.	Given a whole and a half, determine which object is bigger.

Cluster: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.			
A.M.4.13 Use manipulatives to demonstrate the difference between one whole, one-half, and one-fourth.	Use manipulatives to demonstrate the difference between one whole and one-fourth.	Use manipulatives to demonstrate the difference between one whole and one half.	Given a model, duplicate how putting two pieces together makes a whole.
A.M.4.14 Identify the differences between whole numbers and fractions.	Identify the differences between whole numbers and fractions up to one fourth.	Identify the differences between whole numbers and fractions up to one half.	Identify a fraction.
Cluster: Understand decimal notation for fractions and compare decimal fractions.			
A.M.4.15 Use manipulatives to demonstrate an understanding of the denominator signifying the total parts of the whole (e.g. ½ = 2 parts in the whole).	Use manipulatives to demonstrate an understanding of the denominator signifying the total parts of the whole up to fractions of fourths.	Use manipulatives to demonstrate an understanding of the denominator signifying the total parts of the whole up to fractions of thirds.	Given a model, use manipulatives to demonstrate an understanding of the denominator signifying the total parts of the whole up to fractions of halves.
A.M.4.16 Use a number line up to 30 to demonstrate the value of coins (e.g. 30 pennies, 6 nickels, 3 dimes) as parts of a whole having value.	Use a number line up to 20 to demonstrate the value of coins (e.g. 20 pennies, 4 nickels, 2 dimes) as parts of a whole having value.	Use a number line up to 10 to demonstrate the value of coins (e.g. 10 pennies, 2 nickels, 1 dimes) as parts of a whole having value.	Use a number line up to 5 to demonstrate the value of coins (e.g. 5 pennies, 1 nickels) as parts of a whole having value.
A.M.4.17 Compare the value of a dime to a nickel. Demonstrate understanding that the dime has more value than a nickel.	Identify a dime and a nickel and identify their values.	Given choice(s), identify a dime and a nickel and identify their values.	Given choice(s), identify the nickel and dime.
Measurement and Data			
Cluster: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.			
A.M.4.18 Identify the smaller measurement unit that comprises a larger unit within a measurement system (e.g. inches/foot, centimeter/meter, minute/hour)	Given a unit of measurement, identify the unit that comprises the larger unit.	Given two units of measurement, identify which unit is larger.	Given concrete objects, determine which unit of measurement is larger. Example: ruler or meter stick

A.M.4.19 Determine multiple forms of measurement.	Identify the correct form of measurement for mass, time and length.	Identify the correct form of measurement for time and length.	Given choice(s), determine which item is used for measurement.
• Tell time using a digital clock • Tell time to the nearest half-hour using an analog clock. • Measure mass or volume using standard tools. • Use standard measurement to compare lengths of objects. • Identify coins (penny, nickel, dime, quarter) and their values.	• Identify hour and half-hour using a digital clock. • Tell time by the hour and half-hour on an analog clock. • Measure mass or volume using a balance scale and digital scale. • Compare lengths of objects using a ruler, tape measure and/or yardstick. • Identify a quarter, dime and nickel and identify their values.	• Tell time by the hour on a digital clock. • Tell time by the hour on an analog clock. • Measure mass using standard tools on a digital scale. • Compare lengths of objects using a ruler or yardstick. • Identify a dime and a nickel and their values.	• Reading numbers on a digital clock. • Identify the numbers on an analog clock. • Given an item, determine whether to use mass or volume to measure object. • Determine if it would be best to use a ruler or yardstick to measure the length of an object. • Identify a penny and nickel with their value.
A.M.4.20 Determine the area of a square by counting units of measure.	Determine the area of a square by counting units of measure up to 4 x 4.	Determine the area of a square by counting units of measure up to 3 x 3.	Determine the area of a square by counting units of measure up to a 2 x 2.
Cluster: Represent and interpret data.			
A.M.4.21 Represent data on a picture or bar graph given a model and graph to complete. Interpret data from a picture or bar graph and line plots.	Represent and/or graph data on a bar graph, and answer questions.	Represent and/or graph data on a picture graph given a model, and answer questions.	Identify data on a graph.
Cluster: Geometric measurement: understand concepts of angle and measure angles.			
A.M.4.22 Identify the angles in geometric shapes of both two-dimensional and three-dimensional objects (e.g., highlight the angles in a given shape).	Identify the angles in a two-dimensional shape and highlight the angles.	Identify the angles in geometric shapes of one-dimensional objects.	Given choice(s), identify the angle.

A.M.4.23 Use a straight edge to draw shapes and count the number of vertices.	Use a straight edge to draw shapes and count the number of vertices up to 4.	Use a straight edge to draw shapes and count the number of vertices up to 3.	Use a straight edge to draw a shape.

Geometry

Cluster: Draw and identify lines and angles and classify shapes by properties of their lines and angles.

A.M.4.24 Identify and draw parallel lines and intersecting lines.	Draw parallel lines and intersecting lines.	Given a model, draw intersecting lines and parallel lines.	Given choice(s), identify intersecting lines and parallel lines.
A.M.4.25 Determine the given two-dimensional shape by the number of vertices (e.g. 4 vertices= rectangle, 3 vertices = triangle, 0 vertices= circle.)	Given two-dimensional shapes with up to 4 vertices, determine the number of vertices.	Given a shape, identify the vertices.	Identify shapes with and/or without vertices.
A.M.4.26 Determine symmetry of a shape by folding the shape into equal portions.	Given choice(s) of symmetric and non-symmetric shapes, determine which items have symmetry.	Given a symmetric shape, fold it in half.	Given a symmetric shape, determine where the line of symmetry is.

Support for WV Alternate Academic Achievement Standards
Mathematics • Grade 5

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
Operations and Algebraic Thinking			
Cluster: Create numerical expressions.			
A.M.5.1 Use manipulatives and standard numbers to create numerical expressions (e.g. 1 + 2 = 3).	Use manipulatives to create numerical expressions (e.g. 1 + 2 = 3).	Use manipulatives to replicate a given numerical expression.	Use manipulatives to represent a number.
Cluster: Analyze patterns and relationships.			
A.M.5.2 Identify and extend numerical patterns.	Given the rule, extend a numerical pattern.	Read and extend common numerical patterns. (e.g. 5s and 10s)	Read and extend an AB numerical pattern (e.g. 5, 8, 5, 8, 5, 8).
Number and Operations in Base Ten			
Cluster: Understand the place value system.			
A.M.5.3 Identify hundreds place and read orally numbers with digits in hundreds, tens and ones places.	Identify and repeat numbers through the hundreds place.	Identify the ones and tens place and read 2-digit numbers.	Identify or repeat the numbers in the ones place.
A.M.5.4 Identify the tens column in a 100's chart and color the numbers representations of 10, 20, 30, etc.	Given numbers from the 10's column, match the numbers on the 100's chart.	Given a pre-colored 100's chart, identify a given set of numbers from the 10's column.	Attend to and observe counting by 10's using a hundreds chart.
A.M.5.5 Compare whole numbers up to 100 identifying greater and less than.	Compare whole numbers to 50 identifying greater and less than.	Compare whole numbers to 20 identifying greater and less than.	Using two sets of manipulatives, select the larger group.

A.M.5.6 Round two-digit whole numbers to the nearest 10 from 0-100.	Given a 2-digit whole number and choices, identify the number closest to it.	Given a 10-digit number line and a number, identify which end is closer to the given number.	Attend to and observe which end the number is closer to on the number line.
Cluster: Perform operations with multi-digit whole numbers.			
A.M.5.7 Multiply whole numbers up to 5 x 5.	Use repeated addition, rectangular array, or visual model to solve multiplication equations up to 5 x 5.	Using manipulatives, create groups to solve multiplication equations.	Enter numbers correctly on a calculator.
A.M.5.8 Using manipulatives, identify the concept of division of whole numbers using equal shares.	Replicate the division of parts using manipulatives.	Model equal shares between three to five people.	Attend to and observe the modeling of equal shares between two people.
A.M.5.9 Using manipulatives, identify the concept of division of whole numbers using equal shares.	Replicate the division of parts using manipulatives.	Model equal shares between three to five people.	Attend to and observe the modeling of equal shares between two people.

Number and Operations - Fractions

Cluster: Identify fractions of halves and fourths.			
A.M.5.10 Use models to add halves and/or fourths. Identify models of thirds and tenths.	Given manipulatives, add halves and fourths.	Given manipulatives, add halves.	Given manipulatives, put together two halves to create a whole.
Cluster: Recognize the denominator as the equal parts of a fraction.			
A.M.5.11 Determine the number of equal parts as the denominator in a fraction.	Given a fraction and choice(s), determine the number of equal parts.	Using manipulatives count the parts of the fraction.	Given representations, identify that a whole is made up of equal parts.

Measurement and Data

Cluster: Convert like measurement units within a given measurement system.			
A.M.5.12 Identify centimeters and meters as units of measure.	Identify a ruler and meter stick as measurement tools.	Locate centimeters on a ruler.	Recognize a measuring tool used for length.

Cluster: Represent and interpret data.			
A.M.5.13 Use a number line with only whole numbers indicated to identify where ½s and 1/4s are located.	Point to and identify the ½ and ¼ mark on a labeled number line.	Point to and identify the ½ mark on a labeled number line.	Identify a whole number on the number line.
Cluster: Geometric measurement: understand concepts of volume.			
A.M.5.14 Sort common three-dimensional shapes such as cube, cone, sphere.	Sort two sets of three-dimensional shapes.	Match three dimensional shapes (e.g. cube-cube, cone-cone, sphere-sphere).	Identify three dimensional shapes.
A.M.5.15 Measure volume by counting unit cubes.	Use manipulatives to model volume in containers.	Put manipulatives in a container to represent volume.	Attend to and observe manipulatives being used to measure volume.
Geometry			
Cluster: Identify points on the coordinate plane to solve real-world and mathematical problems.			
A.M.5.16 Identify locations of objects placed on a coordinate plane.	Identify the x-axis of an object placed on a coordinate plane.	Locate an object placed on a coordinate plane.	Using a visual, model directional words (e.g., right, up).
Cluster: Classify two-dimensional figures into categories based on the number of angles.			
A.M.5.17 Understand that all two-dimensional shapes have names based on the number angles.	Identify the number of angles on a given shape.	Match 2-dimensional shapes with their names.	Identify two-dimensional shapes.
A.M.5.18 Sort two-dimensional figures and identify the attributes they have in common.	Sort the two-dimensional figures.	Sort 2 sets of two-dimensional figures.	Match two-dimensional figures.

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

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.K.1 Ask and/or answer questions about key details in familiar literary texts.	Answer "who" questions to determine understanding of familiar literary text.	Choose a picture illustrating a detail from a familiar literary text.	Given choice(s), respond to a question about familiar literary text.
A.ELA.K.2 Begins in grade 2			
A.ELA.K.3 Identify characters, settings, and/or major events in a familiar literary text.	Identify one character from a familiar literary text.	Identify a picture of a character from a familiar literary text.	Given choice(s), identify an object from a familiar literary text.
A.ELA.K.4 Ask and/or answer questions about key details in familiar informational texts.	Answer "who" questions to determine understanding of a familiar informational text.	Choose a picture of a character from a familiar informational text.	Given choice(s), respond to a question about a familiar informational text.
A.ELA.K.5 (Begins in grade 2.)			
A.ELA.K.6 Identify the individuals or events or pieces of information in a familiar informational text.	Identify one character from a familiar informational text.	Identify a picture of a character in a familiar informational text.	Given choice(s), identify a piece of information from a familiar informational text.
Cluster: Craft and Structure			
A.ELA.K.7 Answer questions about unknown words in a familiar literary text.	Select a picture to answer a question from a familiar literary text.	Select a picture that goes with a familiar literary text.	Given choice(s), respond to a word from a familiar literary text.
A.ELA.K.8 Recognize common types of texts (e.g. storybooks or poems).	Distinguish between a book and a magazine or newspaper.	When asked, select a book.	Interact with a book.

A.ELA.K.9 Explore how the author and illustrator contribute to the story in a familiar literary text.	Follow along and identify the illustrations in a familiar literary text.	Identify the illustrations in a familiar literary text.	Attend to the illustrations in a familiar literary text.
A.ELA.K.10 Ask or answer questions about unknown words in a familiar informational text.	Answer a question about an unknown word in a familiar informational text.	Match a picture to a word from a familiar informational text.	Match an object/word/picture with an object/word/picture in a familiar informational text.
A.ELA.K.11 Explore the front cover, back cover, and/or title page of a book.	Identify the front and back of a book.	Identify a book.	Attend to a book.
A.ELA.K.12 Explore how the author and illustrator contribute to the presentation of ideas or information in a familiar informational text.	Follow along and identify the illustrations in a familiar informational text.	Identify the illustrations in a familiar informational text.	Attend to the illustrations in a familiar informational text.

Cluster: Integration of Knowledge and ideas			
A.ELA.K.13 Explore the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).	Identify an illustration at the beginning, middle or end of a story.	Identify an illustration/picture from a story.	Identify an illustration/picture.
A.ELA.K.14 Explore the relationship between illustrations and the informational text in which they appear (e.g., what person, place, things, or ideas in the text an illustration depicts).	Identify an illustration from an informational text.	When given choice(s) of text or illustrations, identify an illustration.	Attend to a story with illustrations/ pictures.
A.ELA.K.15 (Begins in grade 3)			
Cluster: Range of Reading and Text Complexity			
A.ELA.K.16 Actively engage in group reading activities of literary texts with purpose and understanding.	Participate in a group reading of literary texts for understanding.	Follow along in a group reading of literary texts.	Listen to a group reading of literary texts.

A.ELA.K.17 Actively engage in group reading activities of informational texts with purpose and understanding.	Participate in a group reading of an informational text for understanding.	Follow along in a group reading of an informational text.	Listen to a group reading of an informational text.

Writing

Cluster: Text Types and Purposes

A.ELA.K.18 Use drawing, dictating, and/or writing to state an opinion or preference on a familiar topic or text.	Dictate an opinion or preference about a familiar topic or text.	Draw a picture to indicate an opinion or preference about a familiar topic or text.	Choose an opinion or preference about a familiar topic or text. (e.g., point to the item they prefer.)
A.ELA.K.19 Use drawing, dictating, and/or writing to supply some information about a familiar topic or text.	Draw a picture to convey an idea about a topic or text.	Dictate words to convey an idea about a topic or text.	Indicate an opinion about a topic or text.
A.ELA.K.20 Use drawing, dictating, and/or writing to narrate a single event.	Dictate a sentence about a familiar event.	Dictate words to complete a sentence about a familiar event.	Identify a familiar event.

Cluster: Production and Distribution of Writing

A.ELA.K.21 (Begins in grade 3.)			
A.ELA.K.22 Add details to strengthen writing as needed, incorporating guidance and support from adults and collaborative discussions.	Dictate a word to add strength to writing.	Draw a picture to add strength to writing.	Select a picture to add strength to writing.
A.ELA.K.23 Explore a variety of digital tools to produce and publish writing, including collaboration with peers.	Explore the use of a familiar digital tool such as an iPad or keyboard.	Indicate a preference for a familiar digital tool such as an iPad or keyboard.	Attend to a familiar digital tool such as an iPad or keyboard.

Cluster: Research to Build and Present Knowledge			
A.ELA.K.24 Participate in shared research and writing (e.g., explore a number of books by a favorite author and express opinions about them).	Listen to a variety of texts from a favorite author and express opinion about them.	Listen to a variety of texts from a favorite author and indicate an opinion.	Listen to a text from a favorite author and indicate an opinion.
A.ELA.K.25 Recall information from experiences or gather information from provided sources to answer a question.	Answer a question using information from past experiences.	Recall information from past experiences by selecting a word from a word bank to answer a question.	Use past experiences to select a picture to answer a question.
A.ELA.K.26 (Begins in grade 3.)			
Cluster: Range of Writing			
A.ELA.K.27 (Begins in grade 3.)			

Speaking and Listening

Cluster: Comprehension and Collaboration			
A.ELA.K.28 Participate in collaborative conversations with diverse partners about *kindergarten topics and appropriate complex texts* with peers and adults in small and larger groups. · Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.	Engage in collaborative conversations about grade level text.	Engage in multiple-turn exchanges with grade level peers.	Communicate an idea to a teacher or peer.
A.ELA.K.29 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details and requesting clarification if something is not understood.	Answer questions about details in a text presented orally or through other media.	Answer a question about a detail in a text presented orally or through other media.	Given choice(s), choose a detail about a text presented orally.

A.ELA.K.30 Ask and/or answer questions in order to seek help, get information, or clarify something that is not understood.	Ask a question in order to seek help.	Given choice(s), select a desired item.	Gain an adult's attention.
Cluster: Presentation of Knowledge and Ideas			
A.ELA.K.31 Describe familiar people, places, things, and events.	Describe a familiar person or place.	Name a familiar person or place.	Given choice(s), select a familiar person or place.
A.ELA.K.32 Adding drawings or other visual displays to descriptions as desired to provide additional details.	Add a drawing to add detail to a writing.	Add two elements to a drawing.	Select a picture to add an element to a drawing.
A.ELA.K.33 Ask and/or answer questions in order to seek help, get information, or clarify something that is not understood.	Ask a question to seek help or information.	Appropriately gain an adult's attention (through voice or gesture) to seek help or information.	Gain an adult's attention to seek help or information.
LANGUAGE			
Cluster: Conventions of Standard English			
A.ELA.K.34 Explore conventions of Standard English grammar and usage when writing or speaking. · Use frequently occurring nouns and verbs. · Understand and use question words (interrogative) (e.g., *who, what, where, when, why,* and *how*). · Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by,* and *with*).	Dictate a sentence using noun/verb agreement.	Combine two words or pictures to make a phrase.	Given choice(s), communicate a want or need.

A.ELA.K.35 Explore conventions of Standard English capitalization and punctuation during shared writing activities. · Locate capital letters. · Locate end punctuation.	Locate capital letters and punctuation in a given sentence.	When given choice(s), determine which letter is capitalized and/or where there is punctuation.	Locate a capital letter and/or punctuation in a given sentence.
Cluster: Knowledge of Languages			
A.ELA.K.36 (Begins in grade 2.)			
Cluster: Vocabulary Acquisitions and Use			
A.ELA.K.37 Demonstrate emerging knowledge of word meanings. Demonstrate understanding of words used in every day routines.	Match a picture with a given word.	Match a picture with a picture.	Given choice(s), match an object with an object.
A.ELA.K.38 Explore word relationships and nuances in word meanings. · Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run/walk, sit/stand, short/tall, small/big).	Sort pictures into categories.	Sort objects into categories.	Given choice(s), match picture with a picture.
A.ELA.K.39 Use words and phrases acquired through conversations, being read to, and during shared reading activities.	Use appropriate words and phrases acquired through conversations, stories, and texts.	Use words and phrases acquired through conversations, stories, and texts.	Given choice(s), select the correct phrase or word in response to a question.

Support for WV Alternate Academic Achievement Standards
English/Language Arts • Grade 1

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.1.1 Ask and/or answer questions about key details in familiar literary texts.	Answer "who" and "what" questions to demonstrate understanding of details in familiar literary texts.	Identify who questions to demonstrate understanding of familiar literary texts.	Given choice(s), choose a picture of a detail from a familiar literary text.
A.ELA.1.2 (Begins in grade 2.)			
A.ELA.1.3 Identify characters, settings, and/or major events in a familiar literary text.	Identify one character and setting from a familiar literary text.	Identify one character from a familiar literary text.	Given choice(s), identify a picture of a character from a familiar literary text.
A.ELA.1.4 Ask and/or answer questions about key details in familiar informational texts.	Identify "who" and "what" questions about key details from a familiar informational text.	Identify one "who" question about a key detail from a familiar informational text.	Given choice(s), select a picture of a character from a familiar informational text.
A.ELA.1.5 (Begins in grade 2.)			
A.ELA.1.6 Identify the individuals, events, or pieces of information in a familiar informational text	Identify an individual and/or event in an informational text.	Identify an individual from a familiar informational text.	Given choice(s), choose a picture of an individual from a familiar informational text.
Cluster: Craft and Structures			
A.ELA.1.7 Answer questions about unknown words in a familiar literary text.	Using vocabulary from a familiar story, identify the picture that completes sentence in a familiar literary text.	Select a picture or word to answer a question from a familiar literary text.	Given choice(s), select a picture that goes with a familiar literary text.
A.ELA.1.8 Recognize common types of texts (e.g., storybooks or poems).	Given choice(s), select the text that gives information.	Given choice(s), select the text that tells a story.	Given choice(s), select a book from a variety of objects.

A.ELA.1.9 Explore how the author and illustrator contribute to the story in a familiar literary text.	Identify the author or the illustrator of a familiar text.	Identify the role of an illustrator.	Identify an illustration.
A.ELA.1.10 Answer questions about unknown words in a familiar informational text.	Using vocabulary from a familiar story, identify the picture that completes sentence in a text.	Match a picture with a word.	Match a picture with a picture.
A.ELA.1.11 Explore the front cover, back cover, and/or title page of a book.	Identify one of the following; front cover, back cover, and/or title page of a book.	Identify the front of the book.	Identify a book.
A.ELA.1.12 Explore how the author and illustrator contribute to the presentation of ideas or information in a familiar informational text.	Identify the author or the illustrator of an informational text.	Identify the role of an illustrator.	Identify an illustration.

Cluster: Integration of Knowledge and Ideas			
A.ELA.1.13 Explore the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).	Identify an illustration at the end of a story.	Identify an illustration from the story.	Identify an illustration.
A.ELA.1.14 Explore the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Identify illustrations that depict the thing in an informational text.	Identify an illustration from informational text.	Given choice(s), select the illustration from the informational text.
A.ELA.1.15 (Begins in grade 3.)			
Cluster: Range of Reading and Text Complexity			
A.ELA.1.16 Actively engage in group reading activities of literary texts with purpose and understanding.	Participate in a group reading for understanding.	Follow along in a group reading.	Listen to a group reading.

A.ELA.1.17 Actively engage in group reading activities of informational texts with purpose and understanding.	Participate in a group reading of an informational text.	Follow along in a group reading of an informational text.	Listen to a group reading of an informational text.

Writing

Cluster: Text Types and Purposes

A.ELA.1.18 Use drawing, dictating, and/or writing to state an opinion or preference on a familiar topic or text.	Dictate an opinion about a text.	Draw something to indicate an opinion about a text.	Indicate an opinion about a specific text.
A.ELA.1.19 Use drawing, dictating, and/or writing to supply some information about a familiar topic or text.	Dictate words to convey an idea.	Draw a picture or word to convey an idea.	Given choice(s), select a picture or word to convey an idea.
A.ELA.1.20 Use drawing, dictating, and/or writing to narrate a single event.	Dictate a complete sentence about an event.	Dictate words to complete a sentence about an event.	Identify an event.
A.ELA.1.21 ((Begins in grade 3).)			
A.ELA.1.22 Add details to writing as needed, incorporating guidance and support from adults and collaborative discussions.	Add a word to a sentence to strengthen writing.	Draw a picture to add strength to a writing.	Given choice(s), select a picture to add strength to a writing.
A.ELA.1.23 Explore a variety of digital tools to produce and publish writing, including collaboration with peers.	Choose a digital tool to produce a written product with peers.	Choose a familiar digital tool.	Attend to a digital tool such as an iPad or keyboard.

Cluster: Research and Build and Present Knowledge

A.ELA.1.24 Participate in shared research and writing (e.g., explore a number of books by a favorite author and express opinions about them).	Listen to a variety of texts from a favorite author and express an opinion about them.	Listen to a variety of texts from a favorite author.	Listen to a text from a favorite author.

A.ELA.1.25 Recall information from experiences or gather information from provided sources to answer a question.	Answer a question from information about experiences.	Select a word from a word bank to answer a question from experiences.	Given choice(s), select a picture to answer a question from an experience.
A.ELA.1.26 (Begins in grade 4.)			
Cluster: Range of Writing			
A.ELA.1.27 (Begins in grade 3.)			
Speaking and Listening			
Cluster: Comprehension and Collaboration			
A.ELA.1.28 Participate in collaborative conversations with diverse partners about *grade 1 topics and appropriately complex texts* with peers and adults in small and large groups. Follow agreed upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.	Engage in collaborative conversations about grade level text.	Engage in multiple-turn exchanges with grade level peers.	Communicate an idea to a teacher or peer.
A.ELA.1.29 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details and requesting clarification if something is not understood.	Answer questions about details in a text presented orally or through other media.	Answer a question about a detail in a text presented orally or through other media.	Given choice(s), select a detail about a text presented orally.
A.ELA.1.30 Ask and/or answer questions in order to seek help, get information, or clarify something that is not understood.	Answer questions about details on what a speaker says.	Answer a question about a detail on what a speaker says.	Given choice(s), select a detail about what a speaker says.

Cluster: Presentation of Knowledge and Ideas			
A.ELA.1.31 Describe familiar people, places, things, and events.	Describe two of the following; familiar people, places, things or events.	Describe one of the following; familiar people, places, things or events.	Given choice(s), select which is a familiar person, place, thing, or event.
A.ELA.1.32 Add drawings or other visual displays to descriptions as desired to provide additional details.	Add a drawing or picture to describe a sentence.	Add a drawing or picture to describe a word or phrase.	Given choice(s), select a picture to describe the provided word.
A.ELA.1.33 Speak audibly to express thoughts, feelings, and ideas.	Verbally describe thoughts, feelings, and ideas.	Use a word to describe a feeling or idea.	Express thoughts and feelings through gestures, facial expressions, and/or picture choices.

LANGUAGE			
Cluster: Conventions of Standard English			
A.ELA.1.34 Demonstrate emerging understanding of conventions of Standard English grammar and usage when writing or speaking. • Use frequently occurring nouns and verbs. • Understand and use question words (interrogatives) (e.g., *who, what, where, when, why,* and *how*). • Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by,* and *with*). • Link two or more words together in communication.	Dictate a grammatically correct sentence. e.g. The boy (jumped).	Use pictures to complete a grammatically correct sentence. e.g. This is a (boy).	Given choice(s) of words or objects, select items that are a person, a place, or a thing.

A.ELA.1.35 Demonstrate emerging understanding of conventions of Standard English capitalization and punctuation during shared writing activities. • Locate the first letter in a sentence. • Locate end punctuation.	Select a name that is capitalized correctly.	Write a capital letter.	Identify a capital letter from a choice of upper and lower-case letters.
Cluster: Knowledge of Languages			
A.ELA.1.36 (Begins in grade 2.)			

Cluster: Vocabulary Acquisitions and Use			
A.ELA.1.37 Demonstrate emerging knowledge of word meanings. • Demonstrate understanding of words used in every day routines. • Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).	Match a picture or symbol with the correct word.	Match a picture with a given word.	Match two pictures that are in same category.

Support for WV Alternate Academic Achievement Standards

A.ELA.1.38 Explore word relationships and nuances in word meanings.	Sort pictures into categories.	Sort objects into categories.	Select the picture that corresponds with a given picture.
• Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and objectives by relating them to their opposites (antonyms) (e.g., run/walk, sit/stand, short/tall, small/big). • Distinguish shades of meaning among verbs that describe the same general action (e.g., *walk, march, strut,* and *prance*) by defining or choosing them or acting out the meaning.			
A.ELA.1.39 Use words and phrases acquired through conversations, being read to, and during shared reading activities.	Accurately use words and phrases acquired through conversations, stories, and texts.	Identify words and phrases used in conversations and texts.	Given choice(s), select the correct phrase or word in response to a question.

Support for WV Alternate Academic Achievement Standards
English/Language Arts • Grade 2

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step1 *What does that look like?*
Reading			
Cluster: Key Ideas and Details			
A.ELA.2.1 Ask and/or answer questions about key details in familiar literary texts.	Answer "who" and "what" questions to demonstrate understanding of details in a familiar literary text.	Answer "who" questions to demonstrate understanding of a familiar literary text.	Given choice(s), choose a picture of a detail from a familiar literary text.
A.ELA.2.2 Retell familiar stories, including key details in literary texts.	Retell an event from a familiar literary text.	Recall a word from a familiar literary text.	Given choice(s), identify a word from a familiar literary text.
A.ELA.2.3 Identify characters, settings, and/or major events in a familiar literary text.	Identify one character and setting from a familiar literary text.	Identify one character from a familiar literary text.	Given choice(s), identify a picture of a character from a familiar literary text.
A.ELA.2.4 Ask and/or answer questions about key details in a familiar informational text.	Answer "who" and "what" questions about key details from a familiar informational text.	Identify "who" questions about key details from a familiar informational text.	Given choice(s), choose a picture of a character from a familiar informational text.
A.ELA.2.5 Identify the main topic and retell key details in a familiar informational text.	Identify the main topic from a familiar informational text.	Identify a key detail from a familiar informational text.	Given choice(s), match key details to a familiar informational text.
A.ELA.2.6 Identify the individuals, events, or pieces of information in a familiar informational text.	Identify an individual and an event in a familiar informational text.	Identify an individual or event in a familiar informational text.	Given choice(s), select an individual, event, or information from a familiar informational text.

Cluster: Craft and Structure

A.ELA.2.7 Answer questions about unknown words in a familiar literary text.	Using vocabulary from a familiar story, determine a word that completes the sentence in a familiar literary text.	Using vocabulary from a familiar story, identify the picture that completes a sentence in a familiar literary text.	Given choice(s), select a picture or word to answer a question from a familiar literary text.
A.ELA.2.8 Recognize common types of texts (e.g., storybooks or poems).	Given choice(s), select a text that gives information.	Given choice(s), select the text that tells a story.	Given choice(s), select the book.
A.ELA.2.9 Explore how the author and illustrator contribute to the story in a familiar literary text.	Identify the author or the illustrator of a familiar literary text.	Identify the role of an illustrator from a familiar literary text.	Given choice(s), identify an illustration from a familiar literary text.
A.ELA.2.10 Answer questions about unknown words in a familiar informational text.	Using vocabulary from a familiar informational text, determine a word that completes the sentence in a text.	Using vocabulary from a familiar informational text, identify the picture that completes sentence in a text.	Given choice(s), match a picture with a word from a familiar informational text.
A.ELA.2.11 Explore the front cover, back cover, and/or title page of a book.	Identify one of the following: front cover, back cover, or title page of a book.	Identify the front of a book.	Given choice(s), identify a book.
A.ELA.2.12 Explore how the author and illustrator contribute to the presentation of ideas or information in a familiar informational text.	Identify the author or the illustrator of a familiar informational text.	Identify the role of an illustrator of a familiar informational text.	Given choice(s), identify an illustration of a familiar informational text.

Cluster: Integration of Knowledge and Ideas

A.ELA.2.13 Explore the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).	Identify the illustrations at the beginning and end of the story.	Identify the illustration at the end of the story.	Given choice(s), identify an illustration from the story.
A.ELA.2.14 Explore the relationships between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Identify illustrations that depict the place and subject in an informational text.	Identify an illustration from an informational text.	Given choice(s), choose the illustration from an informational text.

A.ELA.2.15 (Begins in grade 3.)			
Cluster: Range of Reading and Text Complexity			
A.ELA.2.16 Actively engage in group reading activities of appropriately challenging literary texts with purpose and understanding.	Participate in a group reading for understanding.	Follow along in a group reading.	Listen to a group reading.
A.ELA.2.17 Actively engage in group reading activities of approximately challenging informational texts, including social studies, science, and technical texts, with purpose and understanding.	Participate in a group reading for understanding of an informational text.	Follow along in a group reading of an informational text.	Listen to a group reading of an informational text.

Writing			
Cluster: Text Types and Purposes			
A.ELA.2.18 Use drawing, dictating, and/or writing to state an opinion or preference on a familiar topic or text and supply a reason to support the opinion.	Indicate an opinion about a specific familiar text.	Indicate a preference about a specific familiar text.	Given choice(s), indicate a preference (i.e., like or dislike) about a specific familiar text.
A.ELA.2.19 Use drawing, dictating, and/or writing to compose informative/explanatory texts. name and supply some information about the topic.	Write words to convey an idea.	Dictate words to convey an idea.	Given choice(s), select a picture or word to convey an idea.
A.ELA.2.20 Use drawing, dictating and/or writing to narrate a single event or several loosely linked events.	Dictate or write a complete sentence about a single event.	Dictate or write words to complete a sentence about a single event.	Given choice(s), identify an event.
Cluster: Production and Distribution of Writing			
A.ELA.2.21 (Begins in grade 3.)			
A.ELA.2.22 Add details to strengthen writing as needed, incorporating guidance and support from adults and collaborative discussions.	Add details to simple sentences to strengthen writing.	Use a word bank to add details to strengthen writing.	Given choice(s), select a picture to add details to strengthen writing.

A.ELA.2.23 Explore a variety of digital tools to produce and publish writing, including collaboration with peers.	Choose an appropriate digital tool to produce a written product.	Choose an appropriate digital tool to produce a written product with peers.	Given choice(s), choose a familiar digital tool.
Cluster: Research to Build and Present Knowledge			
A.ELA.2.24 Participate in shared research and writing (e.g., explore a number of books by a favorite author and express opinions about them).	Listen to a variety of texts from a favorite author and express opinions about them.	Listen to a variety of texts from a favorite author.	Given choice(s), listen to a text from a favorite author.
A.ELA.2.25 Recall information from experiences or gather information from provided sources to answer a question.	Answer a question from information about experiences.	Select a word from a word bank to answer a question from experiences.	Given choice(s), select a picture to answer a question from an experience.
A.ELA.2.26 (Begins in grade 4.)			
Cluster: Range of Writing			
A.ELA.2.27 (Begins in grade 3.)			
Speaking and Listening			
Cluster: Comprehension and Collaboration			
A.ELA.2.28 Participate in collaborative conversations with diverse partners about *grade 2 topics and appropriately complex texts* with peers and adults in small and large groups. · Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under (discussion). Combine a conversation through multiple exchanges.	Engage in collaborative conversations about grade level texts.	Engage in multiple-turn exchanges with grade level peers.	Communicate an idea to a teacher or peer.

A.ELA.2.29 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details and requesting clarification if something is not understood.	Answer questions about details in a text presented orally or through other media.	Answer a question about a detail in a text presented orally or through other media.	Given choice(s), choose a detail about a text or information presented orally.
A.ELA.2.30 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Answer questions about details from what a speaker says.	Answer a question about a detail from what a speaker says.	Given choice(s), choose a detail about what a speaker says.
Cluster: Presentation of Knowledge and Ideas			
A.ELA.2.31 Describe familiar people, places, things, and events.	Describe two of the following; familiar people, places, things or events.	Describe one of the following; familiar person, place, thing, or event.	Given choice(s), select which is a familiar person, place, thing, or event.
A.ELA.2.32 Add drawings or other visual displays to descriptions as desired to provide additional details.	Add a drawing or picture to describe a sentence.	Add a drawing or picture to describe a word or phrase.	Given choice(s), choose a picture to describe a word.
A.ELA.2.33 Speak audibly to express thoughts, feelings, and ideas by using words and/or phrases when appropriate to task and situation.	Describe thoughts, feelings, and ideas.	Use a word to describe a feeling or idea.	Given choice(s), express thoughts or feelings using words or pictures.

Language			
Cluster: Conventions of Standard English			
A.ELA.2.34 Demonstrate understanding of conventions of Standard English grammar and usage when writing or speaking. · Use frequently occurring nouns and verbs. · Understand and use question words (interrogatives) (e.g., *who, what, where, when, why,* and *how*). · Use the most frequently occurring prepositions (e.g., *to, from, in, out, off, for, of, by,* and *with*). · Link two or more words together in communications.	Use grammatically correct sentences.	Use a word/picture bank to make the sentences grammatically correct.	Given choice(s), identify the noun.
A.ELA.2.35 Demonstrate emerging understanding of conventions of Standard English capitalization, spelling, and punctuation during shared writing activities. · Locate the first letter in a sentence. · Indicate the need to put a period at the end of a sentence. Consult print in the environment to support spelling.	Write a sentence using capitalization at the beginning and punctuation at the end.	Capitalize the first letter of a sentence.	Given choice(s), locate the first letter in a sentence.

Cluster: Knowledge and Language			
A.ELA.2.36 Use knowledge of language and its conventions with writing, speaking, reading, or listening. Explore formal and informal uses of English.	When communicating in any form, demonstrate the knowledge of the English language and its conventions.	When communicating in any form, use the correct conventions of English to communicate a sentence.	Given choice(s), select the correct way to convey an idea.

Cluster: Vocabulary Acquisition and Use			
A.ELA.2.37 Demonstrate emerging knowledge of word meanings. • Demonstrate knowledge of new vocabulary drawn from reading and content areas. Introduce the words comprising compound words.	Choose the correct word for the given definition.	Match a picture or symbol with the correct word.	Given choice(s), match pictures.
A.ELA.2.38 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Sort words into categories (e.g., *colors* and *clothing*) to gain a sense of the concepts the categories represent. • Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). • Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare,* and *scowl*) and adjectives differing in intensity (e.g., *large* and *gigantic*) by defining or choosing them or by acting out the meanings.	Demonstrate an understanding of words that are similar or different in meaning.	Identify words that are similar, but not identical in meaning.	Identify the words, pictures, or items into specified categories.
A.ELA.2.39 Use words and phrases acquired through conversations, being read to, and during shared reading activities.	Accurately use words and phrases acquired through conversations, stories, and texts.	Identify words and phrases used in conversations and texts.	Given choice(s), select the correct phrase or word in response to a question.

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.3.1 Ask and/or answer questions about key details in familiar literary texts.	Answer "who" and "what" questions to demonstrate understanding of details in familiar literary texts.	Identify details in a familiar literary text.	Given choices, select a picture of a detail from a familiar literary text.
A.ELA.3.2 Retell familiar stories, including fables, folktales, and myths from diverse cultures, using key details in literary texts.	Retell details of one event from a story, including fables, folktales, and myths, in students' own words.	After shared or repeated reading of a folktale/fable and given a list of different details, identify details that went with that text.	Given choice(s), after shared or repeated reading of a folktale/fable, identify one detail from the text.
A.ELA.3.3 Identify characters, settings, and/or major events in a literary text.	Identify one character, setting, and one major event from a literary text.	Identify one character and one major event from a literary text.	Given choice(s), identify a character from a literary text.
A.ELA.3.4 Ask and/or answer questions about key details in familiar informational texts.	Answer "who" and/or "what" questions to demonstrate understanding of details in a familiar informational text.	Given choice(s), identify characters and/or setting from a familiar informational text.	Given choice(s), choose a picture of a character from a familiar informational text.
A.ELA.3.5 Identify the main topic and retell key details in a familiar informational text.	Identify the main topic and a key detail in a familiar informational text.	Identify some key details from a familiar informational text.	Given choice(s), match the main topic and/or key details to a familiar informational text.
A.ELA.3.6 Identify the individuals, events, or pieces of information in a familiar information text.	Identify one individual, event, and piece of information in a familiar informational text.	Identify an individual and/or event in a familiar informational text.	Given choice(s), identify an individual and/or event in a familiar informational text.

Cluster: Craft and Structure

A.ELA.3.7 Ask and/or answer questions about unknown words in a familiar literary text and identify words or phrases in familiar stories or poems that suggest feelings or appeal to the senses.	Using vocabulary from a familiar literary text, determine words and phrases that complete sentences in a text dealing with feelings or senses.	Using vocabulary from a familiar literary text, determine a word that completes the sentence in a text dealing with feelings or senses.	Given choice(s), using vocabulary from a familiar literary text, identify the picture that completes a sentence in a text.
A.ELA.3.8 Recognize common types of text (e.g., storybooks or poems).	Given choice(s), select a text that gives information.	Given choice(s), select a text that tells a story.	Given choice(s), select the book.
A.ELA.3.9 Identify/name the author and the illustrator of a story in a familiar literary text and define the role of each in telling the story.	Identify the author and the illustrator of a familiar literary text.	Identify the author or the illustrator of a familiar literary text.	Given choice(s), identify the role of an illustrator from a familiar literary text.
A.ELA.3.10 Ask and/or answer questions about unknown words and/or phrases in a familiar informational text.	Using vocabulary from a familiar informational text, determine words and phrases that complete sentences in a text.	Using vocabulary from a familiar informational text, determine a word that completes the sentence in a text.	Using vocabulary from a familiar informational text, select from choices the picture that completes a sentence from the text.
A.ELA.3.11 Identify the front cover, back cover, and title page of a book.	Identify two of the following book features: front cover, back cover, and/or title page of a book.	Identify one of the following book features: front cover, back cover, or title page of a book.	Given choice(s), identify the front of the book.
A.ELA.3.12 Identify/name the author and the illustrator of a story in a familiar informational text; define the role of each in presenting the ideas or information in an informational text.	Identify the author and the illustrator of a familiar informational text.	Identify the author or the illustrator of a familiar informational text.	Given choice(s), identify the role of an illustrator in a familiar informational text.

Cluster: Integration of Knowledge and Ideas

A.ELA.3.13 Describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).	Given two or more illustrations of a story, sequence the events.	Identify the beginning and end illustrations of a story.	Given choice(s), identify an illustration from the story.

A.ELA.3.14 Describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, things, or ideas in the text an illustration depicts).	Identify illustrations that depict person, place, and thing in an informational text.	Identify illustrations that depict the place and thing in an informational text.	Given choice(s), identify an illustration from informational text.
A.ELA.3.15 Identify the reasons an author gives to support points in a literary or informational text.	Identify two points the author makes in a literary or informational text.	Identify one point the author makes in a literary or informational text.	Given choice(s), identify one point the author makes in a familiar literary text.

Cluster: Range of Reading and Text Complexity

A.ELA.3.16 Actively engage in group reading activities of appropriately challenging literary texts with purpose and understanding.	Participate in a shared reading and/or activity related to a literary text with purpose and understanding.	Follow along during shared reading of a literary text with purpose and understanding.	Listen to a shared reading of a literary text.
A.ELA.3.17 Actively engage in group reading activities of appropriately challenging informational texts, including social studies, science, and technical texts, with purpose and understanding.	Participate in a shared reading and/or activity related to an informational text with purpose and understanding.	Follow along during a shared reading of an informational text with purpose and understanding.	Listen to a shared reading of an informational text.

Writing

Cluster: Text Type and Purposes

A.ELA.3.18 Use drawing, dictating, and/or writing to state an opinion or preference on a familiar topic or text and supply a reason to support the opinion.	Select a familiar text and indicate an opinion about it.	Indicate a preference about a specific familiar text.	Given choice(s), indicate a preference (e.g., like or dislike) about a specific text.
A.ELA.3.19 Use drawing, dictating, and/or writing to compose informative/explanatory texts to convey ideas.	Dictate or write one or two sentences to convey ideas.	Dictate, draw, or write to convey an idea.	Given choice(s), select a picture or word to convey an idea.
A.ELA.3.20 Use drawing, dictating, and/or writing to narrate a single event or several loosely linked events; provide a reaction to what happened.	Dictate or write a complete sentence about a single event.	Dictate or write words to complete a sentence about a single event.	Given choice(s), identify an event.

Cluster: Production and Distribution of Writing			
A.ELA.3.21 Produce writing in which the development and organization are appropriate to task and purpose.	Complete a graphic organizer about a topic.	Using a word bank, complete sentences appropriately about a topic.	Given choice(s), select a picture to complete the sentence about a topic.
A.ELA.3.22 Add details to strengthen writing as needed incorporating guidance and support from adults and collaborative discussions.	Add details to simple sentences to strengthen writing.	Use a word bank to add details to strengthen writing.	Given choice(s), select a picture to add details to strengthen writing.
A.ELA.3.23 Explore a variety of digital tools to produce and publish writing, including collaboration with peers.	Choose an appropriate digital tool to produce and publish a writing.	Choose an appropriate digital tool to produce a written product.	Given choice(s), select an appropriate digital tool to produce a written product.
Cluster: Research to Build and Present Knowledge			
A.ELA.3.24 Participate in shared research and writing (e.g., explore a number of books by a favorite author and express opinions about them).	Listen to variety of texts from a favorite author and write opinions about them.	Listen to a variety of texts from a favorite author and express opinions about them.	Given choice(s), listen to a variety of text from a favorite author.
A.ELA.3.25 Recall information from experiences or gather information from provided sources to answer a question.	Answer a question using information from experiences.	Select a word from a word bank to answer a question from experiences.	Given choice(s), select a picture to answer a question from experiences.
A.ELA.3.26 (Begins in grade 4.)			
Cluster: Range of Writing			
A.ELA.3.27 Write routinely for a range of discipline-specific tasks, purpose and audiences.	Using dictation or written expression, produce a written product for a range of discipline-specific, tasks, purposes, and audiences.	Given a word bank, complete a written product for a range of discipline-specific tasks, purposes, and audiences.	Select a picture to complete a sentence for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Cluster: Comprehension and Collaboration

A.ELA.3.28	Engage in collaborative conversations about grade level text.	Engage in multiple-turn exchange with peers.	Given choice(s), communicate an idea to a teacher or peer.
Participate in collaborative conversations with diverse partners about *grade 3 topics and appropriate complex texts* with peers and adults in small and larger groups. • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges.			
A.ELA.3.29	Answer questions about details in a text presented orally or through other media.	Answer a question about a detail in a text presented orally or through other media.	Given choice(s), choose a detail about a text presented orally.
Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details and requesting clarification if something is not understood.			
A.ELA.3.30	Answer questions about details on what a speaker says.	Answer a question about a detail a speaker says.	Given choice(s), select a detail about what a speaker says.
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.			

Cluster: Presentation of Knowledge and Ideas

A.ELA.3.31	Describe two of the following; familiar people, places, things or events.	Describe one of the following: familiar person, place, thing, or event.	Given choice(s), select which is a familiar person, place, thing, or event.
Describe familiar people, places, things, and events and provide additional details.			
A.ELA.3.32	Add a drawing or picture to describe a sentence.	Add a drawing or picture to describe a word or phrase.	Given choice(s), select a picture to describe a word.
Add drawings or other visual displays to descriptions as desired to provide additional details.			

A.ELA.3.33 Speak audibly to express thoughts, feelings, and ideas by using words and/or phrases when appropriate to task and situations.	Describe thoughts, feelings, and ideas.	Use a word to describe a feeling or idea.	Given choice(s), express thoughts or feelings using words or pictures.

Language

Cluster: Conventions of Standards of English

A.ELA.3.34 Demonstrate understanding of the conventions of Standard English grammar and usage when writing or speaking. · Use singular and plural nouns with matching verbs in basic sentences (e.g., *he hops; we hop*). · Use personal, possessive and indefinite pronouns (e.g., *I, me*, and *my; they, them*, and *their; anyone* and *everything*). · Use frequently occurring adjectives. · Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by*, and *with*). · Produce complete sentences in shared language activities.	Use grammatically correct sentences.	Use a word bank to make a sentence grammatically correct.	Given choice(s), identify the noun.

A.ELA.3.35 Demonstrate understanding of conventions of Standard English capitalization, spelling, and punctuation during shared writing activities.	Write a sentence using correct capitalization and punctuation.	Identify correct punctuation.	Given choice(s), select the name that is capitalized correctly.
• Indicate the need to capitalize the first word in a sentence. • Indicate the need to add a period at the end of a sentence. • Use resources as needed to spell common high-frequency words. • Consult print in the environment to support spelling.			
Cluster: Knowledge of Language			
A.ELA.3.36 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Explore formal and informal uses of English.	When communicating in any form, demonstrate knowledge of the English language and its conventions.	When communicating in any form, use the correct conventions of English to communicate a sentence.	Given choice(s), select the correct way to convey an idea.
Cluster: Vocabulary Acquisition and Use			
A.ELA.3.37 Demonstrate knowledge of word meanings.	Match a word with its correct definition.	Choose the correct word for the given definition.	Given choice(s), match a picture or symbol with the correct word.
• Demonstrate knowledge of new vocabulary drawn from reading and content areas. Introduce the words comprising compound words.			

A.ELA.3.38 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Sort words into categories (e.g., *colors* and *clothing*) to gain a sense of the concepts the categories represent. • Define words by category and by one or more key attributes (e.g., *a duck is a bird that swims; a tiger is a large cat with stripes*). • Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare,* and *scowl*) and adjectives differing in intensity (e.g., *large* and *gigantic*) by defining or choosing them or by acting out the meanings	Demonstrate an understanding of words that are similar or different in meaning.	Identify words that are similar, but not identical, in meaning.	Sort words, pictures, or items into specified categories.
A.ELA.3.39 Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	Accurately use words and phrases acquired through conversations, stories, and texts.	Identify words and phrases used in conversations and texts.	Given choice(s), select the correct phrase or word in response to a question.

Support for WV Alternate Academic Achievement Standards
English/Language Arts • Grade 4

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.4.1 Ask and/or answer questions about key details in familiar literary texts.	Ask and answer "who" and "what" questions to demonstrate understanding of details in a familiar literary text.	Answer "who" and "what" questions to demonstrate understanding of details in a familiar literary text.	Given choice(s), identify details in a familiar literary text.
A.ELA.4.2 Retell familiar stories using key details in literary texts.	Retell details of two events from a literary text in own words.	Retell details of one event from a literary text in own words.	Given a list of different details following a shared or repeated reading of literary text, identify details that correspond with that story.
A.ELA.4.3 Identify characters, settings, and/or major events in a literary text.	Identify two characters, the setting, and one major event in a text.	Identify one character, setting, and one major event in a text.	Given choice(s), identify one character and one major event in a text.
A.ELA.4.4 Ask and/or answer questions about key details in familiar informational texts.	Ask and answer "who" and "what" questions to demonstrate understanding of details in familiar informational texts.	Answer "who" and "what" questions to demonstrate understanding of details in informational texts.	Given choice(s), identify characters and/or setting in an informational text.
A.ELA.4.5 Identify the main topic and retell key details in familiar informational texts.	Identify a topic and key details in a familiar informational text.	Identify a topic and a key detail in a familiar informational text.	Given choice(s), identify a topic in a familiar informational text.
A.ELA.4.6 Identify the individuals, evets, or pieces of information in an informational text.	Identify two individuals, an event, and pieces of information in an informational text.	Identify one individual, event, and piece of information in an informational text.	Given choice(s), identify an individual and an event in an informational text given.

Cluster: Craft and Structure

A.ELA.4.7 Identify words or phrases in familiar stories or poems that suggest feelings or appeal to the senses.	Determine phrases that complete sentences in a text dealing with feelings or senses, by using vocabulary from a familiar story	Complete sentences from a text using vocabulary from a familiar story relating to feelings or senses.	Given choice(s), identify words that describe feelings.
A.ELA.4.8 Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action in a familiar literary text.	Sequence the beginning, middle, and end of a story.	Identify the beginning and end of a story.	Given choice(s), identify the end of the story.
A.ELA.4.9 Identify/name the author and the illustrator of a story in a familiar literary text, define the role of each in telling the story.	Identify the author and the illustrator of a familiar literary text and match the role of each.	Identify the author and the illustrator of a familiar literary text.	Given choice(s), identify the author or the illustrator of a familiar literary text.
A.ELA.4.10 Ask and/or answer questions about unknown words and/or phrases in a familiar informational text.	Using vocabulary from a familiar informational text, determine phrases that complete sentences in a text.	Using vocabulary from a familiar informational text, determine words and phrases that complete sentences in a text.	Using vocabulary from a familiar informational text as choices, determine a word that completes a sentence in the text.
A.ELA.4.11 Explore various informational text features (e.g., headings, tables of contents, glossaries, electronic menus, and/or icons).	Identify the following: headings, tables of contents, and glossaries of an informational text.	Identify two of the following: headings, tables of contents, or glossaries of an informational text.	Given choice(s), identify one of the following: headings, tables of contents, or glossaries of an informational text.
A.ELA.4.12 Identify/name the author and the illustrator of a story in a familiar informational text; define the role of each in presenting the ideas or information in an informational text.	Identify the author and the illustrator of a familiar informational text and match the role of each.	Identify the author and the illustrator of an informational text.	Given choice(s), identify the author or the illustrator of an informational text.

Cluster: Integration of Knowledge and Ideas

A.ELA.4.13 Use illustrations and/or details in a story to describe its characters, setting, or events in familiar literary texts.	Given three illustrations or details from a literary text, sequence the events – beginning, middle, and end.	Given three illustrations from a literary text, sequence the events – beginning, middle, and end.	Given two illustrations from a literary text, sequence the events – beginning and end.

A.ELA.4.14 Use the illustrations and/or details in a text to describe its key ideas in familiar informational texts.	Identify illustrations and/or details that depict person, place, and thing in an informational text.	Identify illustrations that depict person, place, and thing in an informational text.	Given choice(s), identify illustrations that depict the place and thing in an informational text.
A.ELA.4.15 Identify the reasons an author gives to support points in an informational text.	Identify three points the author makes in an informational text.	Identify two points the author makes in an informational text.	Given choice(s), identify one point the author makes in an informational text.

Cluster: Range of Reading and Text Complexity

A.ELA.4.16 Activity engage in group reading activities of appropriately challenging literary texts with purpose and understanding.	Participate in a shared reading of a literary text with purpose and understanding.	Participate in a shared reading of a literary text with understanding.	Follow along during shared reading of a literary text with understanding.
A.ELA.4.17 Actively engage in group reading activities of appropriately challenging informational texts, including social studies, science, and technical texts, with purpose and understanding.	Participate in shared readings of a variety of informational texts with purpose and understanding.	Participate in a shared reading of an informational text with understanding.	Follow along during a shared reading of an informational text with understanding.

Writing

Cluster: Text types and Purposes

A.ELA.4.18 Use drawings, dictating, and/or writing to state an opinion or preference on a familiar topic or text and supply a reason to support the opinion.	Select a familiar text and write an opinion about it, including reasons to support that opinion.	Select a text and write an opinion about it.	Write, draw, or dictate an opinion about a text.
A.ELA.4.19 Use drawing, dictating, and/or writing to compose informative/explanatory texts to convey ideas.	Dictate or write two sentences to convey ideas.	Dictate or write one sentence to convey ideas.	Dictate or write words to convey an idea.
A.ELA.4.20 Use drawing, dictating, and/or writing to narrate a single event or several loosely linked events and provide a reaction to what happened.	Dictate or write two sentences about an event.	Dictate or write one sentence about an event.	Dictate or write words to complete a sentence about an event.

Cluster: Production and Distribution of Writing			
A.ELA.4.21 Participate in shared research and writing (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Sequence three instructions from a shared "how-to" reading.	Sequence two instructions from a shared "how-to" reading.	Given choice(s), identify a picture from a shared "how-to" reading.
A.ELA.4.22 Add details to strengthen writing as needed incorporating guidance and support from adults and collaborative discussions.	Add three details to simple sentences to strengthen writing.	Add two details to simple sentences to strengthen writing.	Use a word bank to add details to strengthen writing.
A.ELA.4.23 Explore a variety of digital tools to produce and publish writing, including collaboration with peers.	Choose an appropriate digital tool to produce and publish writing in collaboration with peers.	Choose an appropriate digital tool to produce and publish writing.	Given choice(s), select an appropriate digital tool to produce a written product.
Cluster: Research to Build and Present Knowledge			
A.ELA.4.24 Participate in shared research and writing (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Sequence three instructions from a shared "how-to" reading.	Sequence two instructions from a shared "how-to" reading.	Given choice(s), identify a picture from a shared "how-to" reading.
A.ELA.4.25 Recall information from experiences or gather information from provided sources to answer a question.	Answer multiple questions using information from experiences.	Answer a question using information from experiences.	Select a word from a word bank to answer a question from experiences.

A.ELA.4.26 Draw evidence from literary or informational texts to support writing. • Apply *grade 4 reading standards* to literature (e.g., "identify-characters, settings, and/or major events in a familiar literary text"). • Apply *grade 4 reading standards* to informational texts (e.g., "identify the main topic and retell key details of a familiar informational text").	Identify the following: characters, setting, or major event in a familiar literary or informational text.	Identify two of the following: characters, setting, or major event in a familiar literary or informational text.	Given choice(s), identify one of the following: characters, setting, or major event in a familiar literary or informational text.
Cluster: Range of Writing			
A.ELA.4.27 Write routinely for a range of discipline-specific tasks, purposes, and audiences.	Using dictation or written expression, produce a discipline-specific written product.	Using dictation or written expression, produce a written product.	Given a word bank, complete a written product.

Speaking and Listening

Cluster: Comprehension and Collaboration			
A.ELA.4.28 Participate in collaborative conversations with diverse partners about *grade 4 topics and appropriately complex texts* with peers and adults in small and large groups. • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges.	Engage in collaborative conversations about grade level texts through multiple exchanges with peers.	Engage in collaborative conversations about grade level text.	Engage in a multiple-turn exchange with peers.

A.ELA.4.29 Ask and/or answer questions about key details in a text read aloud or information presented orally or through other media	Ask or answer questions about details in a text presented orally or through other media.	Answer questions about details in a text presented orally or through other media.	Given choice(s), answer a question about a detail in a text presented orally or through other media.
A.ELA.4.30 Ask and/or answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask or answer questions about details regarding a speaker's presentation.	Answer questions about details regarding a speaker's presentation.	Given choice(s), answer a question about a detail regarding a speaker's presentation.
Cluster: Presentation of Knowledge and Ideas			
A.ELA.4.31 Describe familiar people, places, things, and events, and provide additional details.	Describe three of the following: familiar people, places, things, or events.	Describe two of the following: familiar people, places, things, or events.	Given choice(s), describe one of the following: familiar person, place, thing, or event.
A.ELA.4.32 Add multimedia components (e.g., graphics, images, music, and/or sound) to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Add a drawing or picture to describe a sentence to clarify feelings.	Add a drawing or picture to describe a sentence.	Given choice(s), add a drawing or picture to describe a word or phrase.

A.ELA.4.33 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Describe details about thoughts, feelings, and ideas.	Describe thoughts, feelings, and ideas.	Given choice(s), select the word that describes a feeling or idea.

Language			
Cluster: Conventions of Standard English			
A.ELA.4.34 Demonstrate understanding of the conventions of Standard English grammar and usage when writing or speaking. • Use singular and plural nouns with matching verbs in basic sentences (e.g., *he hops; we hop*). • Use personal, possessive and indefinite pronouns (e.g., *I, me,* and *my*; *they, them,* and *their*; *anyone* and *everything*). • Use frequently occurring adjectives. • Use frequently occurring prepositions (e.g., *during, beyond,* or *toward*). • Produce complete sentences in shared language activities.	Use grammatically correct sentences in writing.	Use grammatically correct sentences when communicating with others.	Use a word bank to make the sentences grammatically correct.
A.ELA.4.35 Demonstrate understanding of conventions of Standard English capitalization, spelling, and punctuation when writing. • Capitalize the first word in a sentence. • Add a period at the end of a sentence. Spell words phonetically, drawing on knowledge of letter-sound relationship, and/or common spelling patterns or by consulting references as needed.	Write multiple sentences using correct capitalization and punctuation.	Write a sentence using correct capitalization and punctuation.	Given choice(s), identify the correct punctuation.
Cluster: Knowledge of Language			
A.ELA.4.36 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Explore formal and informal uses of English.	When communicating in any form, demonstrate the knowledge of the English language and its conventions.	When communicating in any form, use the correct conventions of English to communicate a sentence.	Given choice(s), select the correct way to convey an idea.

Cluster: Vocabulary Acquisition and Use			
A.ELA.4.37 Determine the meaning of unknown words using a variety of resources. • Demonstrate knowledge of new vocabulary drawn from reading and content areas. Introduce the words comprising compound words.	Define a word.	Match a word with its correct definition.	Given choice(s), select the correct word for the provided definition.
A.ELA.4.38 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). Distinguish shades of meaning among closely related verbs (e.g., *toss, throw*, and *hurl*) and closely related adjectives (e.g., *thin, slender, skinny*, and *scrawny*).	Demonstrate an understanding of words that are similar, but not identical, in meaning.	Identify words that are similar, but not identical, in meaning.	Sort words, pictures, or items into specified categories.
A.ELA.4.39 Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	Accurately use words and phrases acquired through conversations, stories, and texts.	Identify words and phrases used in conversations and texts.	Given choice(s), select the correct phrase or word in response to a question.

Support for WV Alternate Academic Achievement Standards
English/Language Arts • Grade 5

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.5.1 Ask and/or answer questions about key details in familiar literary texts.	Ask and answer questions about details in a familiar literary text.	Answer questions about details in a familiar literary text.	Given choice(s), answer simple questions (e.g., who or what) from a familiar literary text.
A.ELA.5.2 Retell familiar stories using key details in literary texts.	Retell familiar story using at least one key detail.	Retell part of a familiar story (e.g., beginning or end).	Using pictures, retell part of a familiar story.
A.ELA.5.3 Identify characters, settings, and/or major events in a literary text.	After reading or hearing a literary text, identify one character, setting, and event from the text.	After reading or hearing a literary text, identify a character, setting, or event from the text.	Given choice(s), identify one character after reading or hearing a literary text.
A.ELA.5.4 Ask and/or answer questions about key details in familiar informational texts.	Ask and answer questions about details in a familiar informational text.	Answer questions about details in a familiar informational text.	Given choice(s), answer simple questions (e.g., who or what) from an informational text.
A.ELA.5.5 Identify the main topic of a familiar informational text and retell key details.	Identify the topic of an informational text and one detail.	Identify the topic of an informational text.	Given choice(s), identify a word or phrase from a familiar informational text.
A.ELA.5.6 Identify the individuals, events, or pieces of information in a familiar informational text.	Identify an individual, event, or piece of information in an informational text.	Identify an individual or event in a familiar informational text.	Given choice(s), identify an individual in a familiar informational text.

Cluster: Craft and Structure			
A.ELA.5.7 Identify words or phrase in familiar stories or poems that suggest feelings or appeal to the senses.	Identify a word or phrase in a familiar story that suggests feelings or appeals to the senses.	Complete sentences from a text relating to feelings or senses, using vocabulary from a familiar story.	Given choice(s), identify words that describe feelings.
A.ELA.5.8 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.	Describe the beginning and end of a familiar literary text.	Describe what happens at the beginning or end of a familiar literary text.	Given choice(s), select pictures that show what happened in the beginning or ending of a familiar text.
A.ELA.5.9 Identify/name the author and the illustrator of a story in a familiar literary text; define the role of each in telling the story.	Identify the author and the illustrator of a familiar text and match the role of each.	Identify author and illustrator of a familiar literary text.	Given choice(s), identify the author or the illustrator of a familiar literary text.
A.ELA.5.10 Determine the meaning of general academic words and/or phrase in a familiar informational text.	Complete sentences using academic words and/or phrases in a familiar informational text.	Using vocabulary from the text, determine words and phrases that complete sentences in a familiar informational text.	Match provided pictures to the corresponding word from a familiar informational text.
A.ELA.5.11 Locate various informational text features (e.g., headings, tables of contents, glossaries, electronic menus, and/or icons).	Locate various informational text features in a book or from an electronic device.	Locate various informational text features (e.g., table of contents and glossary) from a book.	Locate or look at title page of a book.
A.ELA.5.12 Identify/name the author and the illustrator of a story in a familiar informational text; define the role of each in presenting the ideas or information in an informational text.	Identify the role of the author and illustrator in an informational text.	Identify the author and illustrator of an informational text.	Given choice(s), identify the author and/or illustrator.
Cluster: Integration of Knowledge and Ideas			
A.ELA.5.13 Use visual and/or multimedia elements in a story to describe its characters, setting, or events in literary texts.	Use visual elements to describe a character, event, and setting in a literary text.	Use visual elements to identify the beginning and ending of a literary text.	Given choice(s), identify a picture/visual from a literary text to describe a character.

A.ELA.5.14 Use the illustrations and/or detail in a text to describe its key ideas in informational texts.	Identify two details that describe the key ideas of an informational text.	Identify two illustrations that describe key ideas in an informational text.	Given choice(s), identify an illustration contained in an informational text that has been read aloud.
A.ELA.5.15 Identify the reasons an author gives to support points in an informational text.	Identify details about the topic in an informational text.	Identify a detail about the topic in an informational text.	Given choice(s), identify a word about the topic of an informational text.
A.ELA.5.16 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.5.17 Read and demonstrate understanding of appropriately challenging informational texts, including social studies, science, and technical texts, while engaging an 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: Range of Reading and Text Complexity

A.ELA.5.18 Read and demonstrate understanding of literature, including stories, dramas, and poetry, while engaged in individual or group readings of appropriately challenging literary texts.	Read and summarize (orally or written) a story, drama or poetry selection.	During shared reading, discuss the content of a story, drama, or poetry selection.	After participating in a shared reading activity, choose a word or picture to answer a question from a story, drama, or poetry selection.
A.ELA.5.19 Use drawing, dictating, and/or writing to compose informative/explanatory texts to convey ideas.	Write sentences to inform or explain about an idea.	Write words to inform or explain about an idea.	Dictate words to describe an idea or thought.

A.ELA.5.20 Use drawing, dictating, and/or writing to narrate a well-elaborated event or short sequence of events, including details to describe actions, thoughts, or feelings.	Produce a short, written product about an event, including details.	Use drawing to produce a product about an event.	Given choice(s), use dictation to produce a product about an event.
Cluster: Production and Distribution of Writing			
A.ELA.5.21 Produce writing in which the development and organization are appropriate to task and purpose.	Produce a written product with a topic, at least two detail sentences, and a conclusion sentence.	Produce a written product that uses the form: first, next, last.	Write, dictate, or select a picture for a given category (e.g., clothing, food, pets).
A.ELA.5.22 Add details to strengthen writing as needed incorporating guidance and support from adults and collaborative discussions.	After collaborative discussions about a topic, add details to sentences or paragraphs to strengthen writing.	After collaborative discussions about a topic, add details to a sentence to strengthen writing.	Given choice(s), after listening to discussion on a topic, choose a word from the discussion given choices.
A.ELA.5.23 Explore a variety of digital tools to produce and publish writing, including collaboration with peers.	Choose a digital tool to produce and publish a written product while collaborating with peers.	Choose a digit tool to produce a written product while collaborating with peers.	Given choice(s), select a familiar tool to produce a written product.
Cluster: Research to Build and Present Knowledge			
A.ELA.5.24 Participate in shared research and writing (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Write instructions/sequence for a task from an informational text/ pamphlet with peers.	Sequence steps for a task, after reading an informational text/ pamphlet with peers.	Arrange pictures in correct order to sequence a task, with a peer
A.ELA.5.25 Recall information from experiences or gather information from provided sources to answer a question.	Answer questions about familiar experiences or sources.	Recall information from familiar experiences to answer questions.	Given choice(s), select a picture or word to answer a question. .

A.ELA.5.26	Identify characters, setting, and at least one event from a literary or informational text.	Identify a character and one detail from a literary or informational text.	Given choice(s), select a word contained in a literary or informational text read aloud.
Draw evidence from literary or informational texts to support writing. • Apply *grade 5 standards* to literature (e.g., "identify characters, settings, and/or major events in a literary text"). • Apply *grade 5 standards* to informational texts (e.g., "identify the main topic of a familiar informational text and retell key details").			

Cluster: Range of Writing			
A.ELA.5.27 Write routinely for a range of discipline-specific tasks, purposes, and audiences	Write for a variety of tasks (e.g., spelling list, thank you note, short letter, etc.).	Given a word bank, produce a written product.	Given choice(s), write, type, or dictate a word or simple phrase.

Speaking and Listening

Cluster: Comprehension and Collaboration			
A.ELA.5.28 Participate in collaborative conversations with diverse partners about *grade 5 topics and appropriately complex texts* with peers and adults in small and larger groups. • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges.	Engage in collaborative conversations with peers about grade level topics.	Engage in multiple turn-taking exchanges with peers.	Communicate a single idea to a peer or adult.
A.ELA.5.29 Ask and/or answer questions about key details in a text read aloud or information presented orally or through other media.	Ask and/or answer question about a detail in a text that has been read aloud or presented orally or through other media.	Answer a question about a detail in a text that has been read aloud or presented orally through other media.	Given choice(s), choose a detail about a text that has been read aloud.

A.ELA.5.30 Ask and/or answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask or answer questions about details regarding a speaker's presentation.	Answer a question about a speaker's presentation.	Given choices, select a detail about a speaker's presentation.
Cluster: Presentation of Knowledge and Ideas			
A.ELA.5.31 Tell a story or recount an experience with appropriate facts and relevant, descriptive details.	Tell a story or recount an experience using one fact and detail.	Recount an experience using one fact or detail.	Given choice(s), tell one detail from an experience.
A.ELA.5.32 Add multimedia components (e.g. graphics, images, music, and/or sound) to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Add a picture, drawing, or sound to a word or phrase to clarify a thought, feeling, or idea.	Add a drawing or picture to a word or phrase to clarify a thought, feeling or idea.	Given choice(s), select a picture to describe feelings.
A.ELA.5.33 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Use a complete sentence to clarify or answer a question.	Use a phrase to clarify or answer a question.	Given choice(s), use a picture, word, or device to answer a question.

Language			
Cluster: Conventions of Standard English			
A.ELA.5.34 Demonstrate understanding of the conventions of Standard English grammar and usage when writing or speaking. · Use singular and plural nouns with matching verbs in basic sentences (e.g., *he hops; we hop*). · Use personal, possessive and indefinite pronouns (e.g., *I, me,* and *my; they, them,* and *their; anyone* and *everything*). · Use frequently occurring adjectives · Use frequently occurring prepositions (e.g., *during, beyond,* or *toward*). · Produce complete sentences in shared language activities.	Write a grammatically correct sentence (noun/verb agreement, pronoun, adjective and/or adverb).	Use a word bank to complete a grammatically correct sentence.	Given choice(s), choose the word that makes the sentence grammatically correct.
A.ELA.5.35 Demonstrate understanding of conventions of Standard English capitalization, spelling, and punctuation when writing. · Capitalize the first word in a sentence. · Add a period at the end of a sentence. · Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns or by consulting references as needed.	Write sentences utilizing capitalization and punctuation rules. Spell a group of familiar words by utilizing letter-sound association.	Identify that certain groups of words need to be capitalized (e.g., a person's name, days of the week, months of the year and holidays). Use spell check or a dictionary to check spelling of a given word.	When given choice(s), choose the word that is written correctly (e.g., capital letter/spelling).
Cluster: Knowledge of Language			
A.ELA.5.36 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.	When communicating in any form, demonstrate knowledge of the English language and its conventions.	When communicating in any form, use the correct conventions of English to communicate a sentence.	Given choice(s), select the correct way to convey an idea.

A.ELA.5.37 Determine the meaning of unknown words using a variety of resources. · Demonstrate knowledge of new vocabulary drawn from reading and content areas. · Introduce the words comprising compound words. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).	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.5.38 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. · Use simple, common idioms (e.g., no way, not a chance, you bet). · Demonstrate understanding of words by relating them to words with similar but not identical meanings (synonyms). Use words and phrase acquired through conversations, reading, being read to, and responding to texts; use adjectives and adverbs to describe (e.g., *when other kids are happy, that makes me happy*).	Demonstrate an understanding of words that are similar or different in meaning.	Identify words that are similar, but not identical in meaning.	Identify the words, pictures, or items into specified categories.

Support for WV Alternate Academic Achievement Standards
Science • Kindergarten

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
General Science			
Cluster: Forces and Interactions: Pushes and Pulls			
A.S.K.1 Explain, identify, and/or demonstrate ways (e.g., pushes and pulls) to change the movement of an object (e.g., faster, slower, stop).	Demonstrate ways (e.g., pushes and pulls) to change the movement of an object (e.g., faster, slower, stop).	Explore ways (e.g., pushes and pulls) to change the movement of an object (e.g., faster, slower, stop).	Given a model, show how to move an object.
Cluster: Interdependent Relationship sin Ecosystems: Animals, Plants, and Their Environment			
A.S.K.2 Demonstrate what plants and animals (including humans) need to survive.	Identify that plants and animals, including humans, need food, air, and shelter to survive.	Match what plants and animals, including humans, need to survive.	Replicate the model identifying what animals and/or plants need to survive.
A.S.K.3 Identify the different kinds of animals (including humans) and the places they live (e.g., birds in nests, frogs in ponds, rabbits in holes).	Match the animal and/or human to the place they live (e.g., birds in nests, frogs in ponds, rabbits in holes).	Match the different kinds of animals and the places they live (e.g., birds in nests, frogs in ponds, rabbits in holes).	Replicate the model showing the animals and the places they live.
Cluster: Weather and Climate			
A.S.K.4 Identify current weather and make decisions about appropriate clothing and behaviors.	Match the clothing appropriate to the current weather.	Given two choices, decide appropriate clothing for the current weather.	Given two choices, identify the current weather.

Engineering, Technology, and Applications of Science

Cluster: Engineering Design

A.S.K.5 Identify a problem people want to solve that can be solved using an object or tool (e.g., using hammer to make build a house, using a can opener to open a can, staying dry when using an umbrella).	Communicate what object is needed to solve a given problem (raining/umbrella; wheel/move objects; stairs/go up)	Given two choices match the appropriate tool to solve the problem.	Given a model, identify a tool that can be used to solve a given problem.

Support for WV Alternate Academic Achievement Standards
Science • Grade 1

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
General Science			
Cluster: Waves: Light and Sounds			
A.S.1.1 Conduct investigations to determine that vibrating materials can make sounds (e.g., placing a hand on a speaker and feeling the speaker vibrate, striking a drum, plucking a guitar string).	Explore materials that vibrate.	Conduct investigations to feel vibrations.	Conduct investigations to make sounds.
A.S.1.2 Identify which materials allow light to pass through and which do not.	Identify materials that allow light to pass through.	Explore materials that allow light to pass through.	Identify sources of light.
Cluster: Structure, Function, and Information Processing			
A.S.1.3 Identify ways plants and/or animals use their external parts to help them survive, grow, and/or meet their needs.	Identify ways plants and/or animals use their external parts to help them meet their needs.	Identify ways plants and/or animals use their external parts to help them survive.	Given choices, identify what animals and/or plants need to survive.
A.S.1.4 Make observations to determine that young plants and animals are like, but not exactly like, their parents (e.g., sprout and plant, puppy and dog).	Make observations to determine similarities between young plants and animals and adult plants and animals.	Distinguish between a young animal and a mature animal.	Identify young animals.

Engineering, Technology, and Applications of Science			
Cluster: Engineering Design			
A.S.1.5 Identify a problem people want to solve that can be solved using an object or tool (e.g., using hammer to build a house, using a can opener to open a can, staying dry when using an umbrella).	Communicate what object is needed to solve a given problem (raining/umbrella; wheel/move objects; stairs/go up)	Given two choices, match the appropriate tool to solve the problem.	Given a model, identify a tool that can be used to solve a given problem.

Support for WV Alternate Academic Achievement Standards
Science • Grade 2

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
General Science			
Cluster: Structure and Properties of Matter			
A.S.2.1 Match materials with similar physical properties (e.g., color, texture, odor, and hardness).	Match materials with similar physical properties (e.g., hardness, texture and size).	Match materials with similar physical properties of color and texture.	Match materials with similar color.
A.S.2.2 Determine which materials are best suited for an intended purpose (e.g., pencils to write letters, crayons to color a picture).	Determine what material/item you would need to eat, write, and/or wear.	Given choice(s), match which material/item you would need to eat, write, and/or wear.	Given a choice between a pencil and a crayon, determine which one is needed to color a picture.
A.S.2.3 Recognize the change in state from liquid to solid or from solid to liquid of the same material.	Experiment with objects that change in state from liquid to solid or from solid to liquid of the same material.	Observe the change in state from liquid to solid or from solid to liquid of the same material.	Given choice(s), identify a solid or a liquid.
Cluster: Interdependent Relationships in Ecosystems			
A.S.2.4 Conduct an investigation to determine if plants need sunlight and water to grow.	Given visual representation, determine which plant has received proper water and sunlight.	Determine what a plant needs to grow.	Given choice(s), identify the plant.
Cluster: Earth's Systems: Processes that Shape the Earth			
A.S.2.5 Using a model, demonstrate how water and/or wind can change the surface of land.	Using a model, demonstrate how wind can change the surface of land.	Using a model, demonstrate how water can change the surface of land.	Attend to a visual or auditory presentation on how water and/or wind changes land.
A.S.2.6 Identify where water is found on Earth and that it can be solid or liquid.	Given a model, replicate where water is found on Earth and if it is a solid or liquid.	Given a model, identify various forms of water on Earth.	Given choice(s), identify solid and a liquid.

Engineering, Technology, and Applications of Science			
Cluster: Engineering Design			
A.S.2.7 Identify a problem people want to solve that can be solved using an object or tool (e.g., using hammer to build a house, using a can opener to open a can, staying dry when using an umbrella).	Communicate which object is needed to solve a given problem (e.g., raining/umbrella, wheel/move objects, stairs/go up).	Given two choices, match the appropriate tool to the problem it solves.	Given a model, identify a tool that can be used to solve a given problem.

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
General Science			
Cluster: Forces and Interactions			
A.S.3.1 Investigate and identify ways to change the motion of an object (e.g., change an incline's slope to make an object go slower, faster, farther).	Identify ways to change the motion of an object (e.g., change an incline's slope to make an object go slower, faster, farther).	Investigate ways to change the motion of an object using concrete objects (e.g., change an incline's slope to make an object go slower, faster, farther).	Investigate ways to change the motion of an object using concrete objects and assistance (e.g., change an incline's slope to make an object go slower, faster, farther).
A.S.3.2 Conduct an investigation to understand that magnets have an effect on some but not all materials.	Conduct an investigation to understand that magnets have an effect on some but not all materials located in/and around the classroom.	Given a specific set of objects, conduct an investigation to understand that magnets have an effect on some but not all materials.	Conduct an investigation with assistance to understand that magnets have an effect on some but not all materials located in/and around the classroom.
A.S.3.3 Investigate uses for magnets.	Investigate uses for magnets in/and around the classroom.	Given a specific set of objects, investigate uses for magnets.	Investigate uses for magnets with assistance in/and around the classroom.
Cluster: Interdependent Relationships in Ecosystems			
A.S.3.4 Identify ways some animals (including humans) help each other survive (e.g., wolves hunt together, mommy ducks keep ducklings warm, birds squawk to alarm that predators are near).	Identify ways some animals help each other survive (e.g., wolves hunt together, mommy ducks keep ducklings warm, birds squawk to alarm that predators are near).	Identify ways some humans help each other survive (e.g. mother provides food, shelter, clothing, warmth, etc.)	Given choice(s), identify ways some animals (including humans) help each other survive (e.g., wolves hunt together, mommy ducks keep ducklings warm, birds squawk to alarm that predators are near).
A.S.3.5 Identify which animals survive in various ecosystems (e.g., deserts, polar areas, lakes, fields).	Identify which animals survive in deserts, oceans, and mountains.	Identify which animals survive in deserts and oceans.	Given a model, identify which animals survive in various ecosystems (e.g., deserts, polar areas, lakes, fields).

Cluster: Inheritance and Variation of Traits: Life-Cycles and Traits			
A.S.3.6 Identify similarities and differences between plant and/or animal parents and their offspring (e.g., eye color, hair/fur color, height, leaf shape, and/or markings).	Identify similarities between plant and/or animal parents and their offspring (e.g., eye color, hair/fur color, height, leaf shape, and/or markings).	Identify similarities between animal parents and their offspring (e.g., eye color, hair/fur color, height, leaf shape, and/or markings).	Given a model, identify similarities between plant and/or animal parents and their offspring (e.g., eye color, hair/fur color, height, leaf shape, and/or markings).
Cluster: Weather and Climate			
A.S.3.7 Describe and/or compare weather conditions during a particular season.	Compare weather conditions during a particular season.	Describe weather conditions during a particular season.	Given a model, describe and/or compare weather conditions during a particular season.

Engineering, Technology, and Applications of Sessions			
Cluster: Engineering Design			
A.S.3.8 Communicate how an object or structure helps it function as needed to solve a given problem (e.g., wheel, umbrella, stairs).	Communicate how an object helps to solve a given problem (raining/umbrella; wheel/move objects; stairs/go up)	Communicate what object is needed to solve a given problem (raining/umbrella; wheel/move objects; stairs/go up).	Given choices, determine which object or structure helps solve a given problem.

Support for WV Alternate Academic Achievement Standards

Science • Grade 4

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
General Science			
Cluster: Energy			
A.S.4.1 Conduct an investigation to determine that a bigger push or pull make things go faster.	Conduct an investigation to determine that a bigger pull make things go faster.	Conduct an investigation to determine that a bigger push makes things go faster.	Given assistance, conduct an investigation to determine that a bigger push or pull make things go faster.
A.S.4.2 Identify processes that transfer energy from place to place as heat, light, or sound (e.g., burning logs, beating drums, a flashlight when on).	Identify processes that transfer energy from place to place as heat and light (e.g., burning logs, turning up/down a thermostat, a flashlight when on).	Identify processes that transfer energy from place to place as heat (e.g., burning logs).	Given choice(s), identify processes that transfer energy from place to place as heat, light, or sound (e.g., burning logs, beating drums, a flashlight when on).
A.S.4.3 Predict and/or identify outcomes about what will happen when objects of different sizes and traveling different speeds collide.	Predict outcomes about what will happen when objects of different sizes, traveling at different speeds, collide.	Identify outcomes about what will happen when objects of different sizes, traveling at different speeds, collide.	Given choice(s), identify outcomes about what will happen when objects of different sizes, traveling at different speeds. collide.

Standard	Step 3	Step 2	Step 1
Cluster: Waves: Waves and Information			
A.S.4.4 Identify amplitude and wavelength on a model and investigate changes in vibrations.	Identify a wavelength on a model and investigate changes in vibrations.	Given an example, identify a wavelength on a model and investigate changes in vibrations.	Given assistance, Investigate changes in vibrations.

Cluster: Structure, Functions, and Information Processing

A.S.4.5 Identify how plants and/or animals use behaviors (e.g., living in burrows, climbing trees) and how their external parts (e.g., leaves, webbed feet, wings, fur) help them survive, grow, and meet their needs.	Identify how plants use behaviors (e.g., root systems, trunks, following sun) and how their external parts (e.g., leaves, stems, flowers) help them survive, grow, and meet their needs.	Identify how animals use behaviors (e.g., living in burrows, climbing trees) and how their external parts (e.g., webbed feet, wings, fur) help them survive, grow, and meet their needs.	Given choice(s), identify how animals use behaviors (e.g., living in burrows, climbing trees) and how their external parts (e.g., webbed feet, wings, fur) help them survive, grow, and meet their needs.
A.S.4.6 Use a model to demonstrate that animals (including humans) receive different types of information through their senses (e.g., seeing, hearing, smelling, touching, and tasting).	Use a model to demonstrate that animals receive different types of information through their senses (e.g., seeing, hearing, smelling, touching, and tasting).	Use a model to demonstrate that humans receive different types of information through their senses (e.g., seeing, hearing, smelling, touching, and tasting).	Explore our five senses.

Cluster: Earth's Systems: Processes that Shape the Earth

A.S.4.7 Identify Earth's features on maps (e.g., land, mountains, rivers, oceans).	Identify land, islands, oceans, and rivers on a map of the Earth.	Identify land and oceans on a map of the Earth.	Distinguish between water and land on a map.
A.S.4.8 Recognize the impacts of natural Earth processes on humans (e.g., rain, flooding, earthquakes, volcanoes).	Recognize the impact of wind on the Earth and on humans (e.g., tornado, derecho, storms).	Recognize how the impact water has on the Earth and on humans (e.g. flooding, hurricanes, tsunamis).	Given choice(s), match the impacts of natural Earth processes on humans (e.g., rain, flooding, earthquakes, volcanoes).

Engineering, Technology, and Applications of Science

Cluster: Engineering Design

A.S.4.9 Communicate how an object or structure helps it function as needed to solve a given problem (e.g., wheel. umbrella, stairs).	Communicate how an object or structure helps to solve a given problem (e.g., raining/umbrella, wheel/move objects, stairs/go up).	Communicate what object is needed to solve a given problem (e.g., wheel. umbrella, stairs).	Given choice(s), determine which object or structure helps solve a given problem.

Standard	Step 3 *What does it look like?*	Step 2 *What does it look like?*	Step 1 *What does it look like?*
General Science			
Cluster: Structure and Properties of Matter			
A.S.5.1 Measure and compare weights of substance before and after heating, cooling, or mixing substances to show that weight of matter is conserved.	Compare weights of a substance before and after heating, cooling, or mixing substances to show that the weight of matter is conserved.	Measure weights of a substance before and after heating, cooling, or mixing substances to show that the weight of matter is conserved.	Given a model, measure weights of a substance before and after heating, cooling, or mixing substances to show that weight of matter is conserved.
A.S.5.2 Make observations and/or measurements to identify materials based on their properties (e.g., color, texture, odor, and hardness).	Make observations to identify materials based on their properties (e.g., color, texture, odor, and hardness).	Make observations to sort materials based on their properties (e.g., color, texture, odor, and hardness).	Make observations to identify materials based on their property of color.
Cluster: Matter and Energy in Organisms and Ecosystems			
A.S.5.3 Make a diagram or model to show that energy in animals' food was once energy from the Sun.	Label a diagram or model to show that energy in animals' food was once energy from the Sun.	Given a model, label a diagram to show that energy in animals' food was once energy from the Sun.	Using concrete objects, make a diagram to show that energy in animals' food was once energy from the Sun.
A.S.5.4 Demonstrate that plants need air and water to grow.	Conduct an investigation to prove that plants need air and water to grow.	Label the parts of a plant to demonstrate that plants need air and water to grow.	Given a model, label the parts of a plant that show where they take in water and air.
A.S.5.5 Use a model to demonstrate the movement of matter (e.g., plant growth, composting, animals eating and digesting food) through living things.	Use a model to conduct an investigation to demonstrate the movement of matter (e.g., plant growth, composting) through a plant.	Use a model to demonstrate the movement of matter through a plant.	Use a model to demonstrate the movement of matter through an animal.

Cluster: Earth's Systems			
A.S.5.6 Use a model to demonstrate how water (hydrosphere) affects the living things (biosphere) found in a region.	Examine living things in different regions as they pertain to rainfall.	Examine living things in Appalachia as they pertain to rainfall.	Use a model to demonstrate how water (hydrosphere) affects living things.
A.S.5.7 Use information to show how people can help protect the Earth's resources and how that effects the environment.	Determine ways that people can help protect the Earth's resources and how that affects the environment.	Use information to show how recycling affects the environment.	Given choices, determine which items can be recycled.
Cluster: Space Systems: Stars and the Solar System			
A.S.5.8 Demonstrate that the gravitational force exerted by Earth an object is directed down.	Investigate that objects do not float unless acted upon by a force other than gravity.	Investigate the force of gravity and how all objects, regardless of their mass, fall to the ground at the same rate.	Demonstrate that two objects of extreme different weights, fall to Earth.
A.S.5.9 Identify patterns of daily changes in length and direction of shadows.	Identify patterns of daily changes in length and direction of shadows by tracing shadows of an object placed in the same place at 4 different times of the day	Identify patterns of daily changes in length and direction of shadows by tracing shadows of an object placed in the same place at 2 different times of the day	Identify that light is needed to make a shadow.

Engineering, Technology, and Applications of Science

Cluster: Engineering Design			
A.S.5.10 Communicate how an object or structure helps it function as needed to solve a given problem (e.g., wheel, umbrella, stairs).	Communicate how an object or structure helps to solve a given problem (raining/umbrella; wheel/move objects; stairs/go up).	Communicate what object is needed to solve a given problem (e.g., wheel. umbrella, stairs).	Given choices, determine which object or structure helps solve a given problem.