WEST VIRGINIA SECRETARY OF STATE

MAC WARNER

ADMINISTRATIVE LAW DIVISION

eFILED

10/12/2017 1:14:49 PM

OFFICE OF
WEST VIRGINIA SECRETARY OF STATE

FORM 5 -- NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY **Education**
RULE TYPE **Legislative Exempt** AMENDMENT TO EXISTING RULE **Yes** TITLE-SERIES **126-044P**
RULE NAME **West Virginia Alternant Academic Achievement Standards (Policy 2520.16)**

CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)**

RULE IS LEGISLATIVE EXEMPT
Yes
CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW
W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE EFFECTIVE DATE OF THIS RULE IS
Sunday, July 01, 2018

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Yes
Mary C Tuckwiller -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.

Title-Series: 126-044P Rule Id: 16599 Document: 49942

126CSR44P

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 44P
WEST VIRGINIA ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (2520.16)

§126-44P-1. General.

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education (WVBE) Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.16 defines the alternate academic achievement standards for grades K-12 in English language arts (ELA), mathematics, and science for students with the most significant cognitive disabilities, as required by WVBE Policy 2510.

1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-2E-1.

1.3. Filing Date. -- October 12, 2017.

1.4. Effective Date. -- July 1, 2018.

1.5. Repeal of Former Rule. -- This legislative rule repeals and replaces W. Va. 126CSR44P, WVBE Policy 2520.16, Next Generation Alternate Academic Achievement Standards for Science in West Virginia Schools, filed October 15, 2015, and effective July 1, 2016; W. Va. 126CSR44V, WVBE Policy 2520.161, Next Generation Alternate Academic Achievement Standards in English Language Arts for West Virginia Schools, filed July 11, 2014, and effective August 11, 2014; and repeal of W. Va. 126CSR44W, WVBE Policy 2520.162, Next Generation Alternate Academic Achievement Standards for Mathematics for West Virginia Schools, filed July 11, 2014, and effective August 11, 2014.

§126-44P-2. Purpose.

2.1. This policy defines the alternate academic achievement standards for the program of study required by Policy 2510 for students with the most significant cognitive disabilities, i.e., those who are typically assessed with the West Virginia Alternate Assessment.

§126-44P-3. Incorporation by Reference.

3.1. The West Virginia Alternate Academic Achievement Standards in ELA, mathematics, and science for grades K-12 are attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education (WVDE), Office of Special Education.

§126-44P-4. Summary of the Content Standards.

4.1. The WVBE has the responsibility for establishing high quality educational standards for all education programs (W. Va. Code §18-2E-1). The standards provide a framework for teachers of students with the most significant cognitive disabilities. This policy links the West Virginia College- and Career-

Readiness Standards (WVCCRS) in ELA, math, and science with the alternate academic achievement standards. The alternate academic achievement standards are applicable for students with the most significant cognitive disabilities, i.e., students who are assessed with the West Virginia Alternate Assessment.

§126-44P-5. Severability.

5.1. If any provisions of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

Introduction

The West Virginia Alternate Academic Achievement Standards have been 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 toward the real-world application or functional application of each standard.

The core belief that all students, no matter how significant their disabilities, have the capacity to learn is essential. 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 most involved student to make and communicate progress.

The West Virginia Alternate Academic Achievement Standards are linked to the 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. ESSA goes on to clarify that that students with disabilities should have the opportunity to learn the same curriculum as their peers without disabilities, one that is "based on the State's academic content standards" for the grade in which a student is enrolled (U.S. Department of Education, 2015a).

West Virginia Alternate Academic Achievement Standards for English Language Arts

Introduction

While the standards are reduced in scope and complexity, they are aligned with WVCCRS to afford students the opportunity to participate in a richer learning experience and are designed to raise expectations for students' academic achievement. Higher expectations require that students with significant cognitive disabilities must have access to general education, be provided with specialized instruction, and participate in national, state, and local assessment programs. The alternate achievement standards should be no less challenging for students with the most significant cognitive disabilities than the standards set for all other students. This articulation reflects both horizontal and vertical alignment across the grades, with the goal of moving students toward more sophisticated understandings in all domains.

Explanation of Terms

Clusters are groups of standards that define the expectations students must demonstrate to succeed in the environments, in and out of schools, that students with severe disabilities are likely to encounter.

Domains are the broad components that make up a content area, e.g., reading, writing, speaking/listening, and language make up the ELA content area.

Language – Students will learn and apply the standard rules of written and spoken English. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain specific words and phrases.

Reading – The development of proficient reading skills is critical for mastering academic content. Students must show a steadily growing ability to discern more from and make fuller use of text. This includes making connections among ideas and between texts and considering a range of textual evidence. In order to build the foundations of reading, students will master the essential components of reading (i.e., fluency, phonics and word recognition, phonological awareness, and print concepts). Students will gain exposure to a range of text and tasks. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking/Listening – Students will be required to communicate ideas clearly. They will use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Writing – Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. Using a variety of literary and informational texts, print sources and media sources, students will select, organize, and utilize information for research purposes.

Standards are the expectations for what students should know, understand, and be able to do; standards represent educational goals.

Numbering of Standards

The numbering for each standard is composed of four parts, each part separated by a period.

- the letter A to signify Alternate Academic Achievement Standards,
- the content area code (e.g., ELA for English language arts),
- the grade level, and
- the standard.

Illustration: A.ELA.3.1 refers to English language arts, grade 3, standard 1.

Alternate Academic Achievement Indicators for English Language Arts

The grade K-12 standards on the following pages define what students should know, understand, and be able to do by the end of each grade level. They correspond to the Alternate Academic Achievement Indicators for ELA below by cluster. The Alternate Achievement Indicators and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly; refer to textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas of a text and describe their development; summarize the key supporting details and ideas.
3. Describe how individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrase, as they are used in a text, including determining technical and figurative meanings, and describe how specific word choices shape meaning or tone.
5. Describe the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Determine how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Utilize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Identify the argument and specific claims in a text, including what evidence supports the claim.

Range of Reading and Level of Text Complexity

9. Read and comprehend complex literary and informational texts.

Writing

Text Types and Purposes (These broad types of writing include many subgenres.)

1. Write arguments to support claims using evidence.
2. Write informative/explanatory texts to convey ideas and information clearly and accurately.
3. Write narratives to develop real or imagined experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, organize information for effective use.
9. Draw evidence from literary or informational texts to support grade level reading standards.

Range of Writing

10. Write routinely for a range of tasks, purposes, and audience.

Speaking/Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners expressing ideas clearly.
2. Utilize content presented in diverse media and formats, including visually, quantitatively, and orally.
3. Identify a speaker's point of view and use of evidence.

Presentation of Knowledge and Ideas

4. Present information such that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating understanding of formal English when indicated or appropriate.

Languages

Conventions of Standard English

1. Demonstrate understanding of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate understanding of the conventions of Standard English capitalization, punctuations, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues and meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Alternate Academic Achievement Standards for English Language Arts – Kindergarten

The West Virginia Alternate Academic Achievement Standards for ELA are written for students with significant cognitive disabilities with the understanding that the student's Individualized Education Plan (IEP) will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills and technology tools. The following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in kindergarten:

Early Learning Foundations	
• Name upper or lower-case letters, recognize the structure of sounds in language, and match letters with their sounds and print them.	
Reading	**Writing**
• Identify major parts of familiar stories. • Use illustrations to support understanding of stories or informational text. • Ask and/or answer questions about key details in stories or other information read aloud.	• Participate in shared writing experiences. • State an opinion or preference about a topic or book in writing. • Use a combination of drawing, dictating, and writing to describe an event.
Speaking/Listening	**Language**
• Take part in classroom conversations and following rules for discussions. • Speak clearly to express thoughts, feelings, and ideas.	• Increase use of words and phrases acquired through conversations and shared reading experiences.

<u>Kindergarten – Grade 1 Specifications</u>

In kindergarten through grade 1, students should be immersed in a literacy-rich environment and have numerous opportunities to engage with complex texts that are appropriate for addressing the expectations of the Alternate Academic Achievement Standards for kindergarten. By the end of the programmatic level (grade 1) and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.

<u>Numbering of Standards</u>

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III

Phonological Awareness	Foundation IV
Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-15
Range of Reading and Text Complexity	Standards 16-17
Writing	
Text Types and Purposes	Standards 18-20
Production and Distribution of Writing	Standards 21-23
Research to Build and Present Knowledge	Standards 24-26
Range of Writing	Standard 27
Speaking & Listening	
Comprehension and Collaboration	Standards 28-30
Presentation of Knowledge and Ideas	Standards 31-33
Language	
Conventions of Standard English	Standards 34-35
Knowledge of Language	Standard 36
Vocabulary Acquisition and Use	Standards 37-39

Early Learning Foundations

Cluster	Fluency
A.ELA.K.I	Engage in shared reading of appropriate texts with purpose and understanding.

Cluster	Phonics and Word Recognitions
A.ELA.K.II	Demonstrate an emerging awareness of phonics and word analysis skills in decoding words. • Recognize sound of first letter of own name, recognize own name and familiar names and/or words in print. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds for some consonants.

Cluster	Handwriting
A.ELA.K.III	Print, trace, or use assistive technology to produce letters.

Cluster	Phonological Awareness
A.ELA.K.IV	Demonstrate an emerging understanding of spoken words and sounds (phonemes). • Recognize rhyming words. • Add or substitute individual initial sounds (phonemes) in simple, one-syllable words to make new words.

Cluster	Print Concepts
A.ELA.K.V	Demonstrate understanding of the organization and basic features of print. • During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken “orally read” word to the written word.

	• During shared reading activities, indicate need to turn the page for continued reading. • Identify and/or name some letters of the alphabet.

Reading

Cluster	Key Ideas and Details
A.ELA.K.1	Ask and/or answer questions about key details in familiar literary texts.
A.ELA.K.2	(Begins in grade 2.)
A.ELA.K.3	Identify characters, settings, and/or major events in a familiar literary text.
A.ELA.K.4	Ask and/or answer questions about key details in familiar informational texts.
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.

Cluster	Craft and Structure
A.ELA.K.7	Answer questions about unknown words in a familiar literary text.
A.ELA.K.8	Recognize common types of texts (e.g. storybooks or poems).
A.ELA.K.9	Explore how the author and illustrator contribute to the story in a familiar literary text.
A.ELA.K.10	Ask or answer questions about unknown words in a familiar informational text.
A.ELA.K.11	Explore the front cover, back cover, and/or title page of 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.

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).
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).
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.
A.ELA.K.17	Actively engage in group reading activities of informational texts with purpose and understanding.

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.
A.ELA.K.19	Use drawing, dictating, and/or writing to supply some information about a familiar topic or text.
A.ELA.K.20	Use drawing, dictating, and/or writing to narrate a single 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.
A.ELA.K.23	Explore a variety of digital tools to produce and publish writing, including collaboration with peers.

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).
A.ELA.K.25	Recall information from experiences or gather information from provided sources 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 & 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.
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.
A.ELA.K.30	Ask and/or answer questions in order to seek help, get information, or clarify something that is not understood.

Cluster	Presentation of Knowledge and Ideas
A.ELA.K.31	Describe familiar people, places, things, and events.
A.ELA.K.32	Adding drawings or other visual displays to descriptions as desired to provide additional details.
A.ELA.K.33	Ask and/or answer questions in order to seek help, get information, or clarify something that is not understood.

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*).

A.ELA.K.35	Explore conventions of Standard English capitalization and punctuation during shared writing activities. • Locate capital letters. • Locate end punctuation.

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.
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 opposite (antonyms) (e.g., run/walk, sit/stand, short/tall, small/big).
A.ELA.K.39	Use words and phrases acquired through conversations, being read to, and during shared reading activities.

Alternate Academic Achievement Standards for English Language Arts – Grade 1

The West Virginia Alternate Academic Achievement Standards for ELA are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Following the skill progressions from kindergarten, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in first grade:

Early Learning Foundations	
• Name upper or lower-case letters, recognize the structure of sounds in language, and match letters with their sounds and print them.	
Reading	**Writing**
• Identify major parts of familiar stories. • Use illustrations to support understanding of stories or informational text. • Ask and/or answer questions about key details in stories or other information read aloud.	• Participate in shared writing experiences. • State an opinion or preference about a topic or book in writing. • Use a combination of drawing, dictating, and writing to describe an event.
Speaking/Listening	**Language**
• Take part in classroom conversations and following rules for discussions. • Speak clearly to express thoughts, feelings, and ideas.	• Increase use of words and phrases acquired through conversations and shared reading experiences.

<u>Kindergarten through Grade 1 Specifications</u>

In kindergarten through grade 1, students should have numerous opportunities to engage with complex texts appropriate for addressing the expectations of the alternate academic achievement standards for first grade. By the end of the programmatic level (grade 1) and over the course of the entire instructional day, the distribution of text should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.

<u>Numbering of Standards</u>

The following ELA standards are numbered continuously. The ranges in the chart below relate to the clusters found within the ELA domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Phonological Awareness	Foundation IV

Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-15
Range of Reading and Text Complexity	Standards 16-17
Writing	
Text Types and Purposes	Standards 18-20
Production and Distribution of Writing	Standards 21-23
Research to Build and Present Knowledge	Standards 24-26
Range of Writing	Standard 27
Speaking & Listening	
Comprehension and Collaboration	Standards 28-30
Presentation of Knowledge and Ideas	Standards 31-33
Language	
Conventions of Standard English	Standards 34-35
Knowledge of Language	Standard 36
Vocabulary Acquisition and Use	Standards 37-39

Early Learning Foundations

Cluster	**Fluency**
A.ELA.1. I	Engage in shared reading of appropriate texts with purpose and understanding.

Cluster	**Phonics and Word Recognitions**
A.ELA.1.II	Demonstrate an emerging awareness of phonics and word analysis skills in decoding words. • Recognize sound of first letter of own name, recognize own name and familiar names and/or words in print. • Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary sounds for some constants. • Identify letter-sound associated at the beginning of words.

Cluster	**Handwriting**
A.ELA.1.III	Print, trace, or use assistive technology to produce letters.

Cluster	**Phonological Awareness**
A.ELA.1.IV	Demonstrate an emerging understanding of spoken words and sounds (phonemes). • Recognize rhyming words. • Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends). • Add or substitute individual initial sounds (phonemes) in simple, one-syllable words to make new words.

Cluster	**Print Concepts**
A.ELA.1.V	Demonstrate understanding of the organization and basic features of print.

	• During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to the written word. • During shared reading activities, indicate need to turn the page for continued reading. • Identify and/or name some letters of the alphabet.

Reading

Cluster	Key Ideas and Details
A.ELA.1.1	Ask and/or answer questions about key details in familiar literary texts.
A.ELA.1.2	(Begins in grade 2.)
A.ELA.1.3	Identify characters, settings, and/or major events in a familiar literary text.
A.ELA.1.4	Ask and/or answer questions about key details in familiar informational texts.
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.

Cluster	Craft and Structures
A.ELA.1.7	Answer questions about unknown words in a familiar literary text.
A.ELA.1.8	Recognize common types of texts (e.g., storybooks or poems).
A.ELA.1.9	Explore how the author and illustrator contribute to the story in a familiar literary text.
A.ELA.1.10	Answer questions about unknown words in a familiar informational text.
A.ELA.1.11	Explore the front cover, back cover, and/or title page of 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.

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).
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).
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.
A.ELA.1.17	Actively engage in group reading activities of informational texts with purpose and understanding.

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.
A.ELA.1.19	Use drawing, dictating, and/or writing to supply some information about a familiar topic or text.
A.ELA.1.20	Use drawing, dictating, and/or writing to narrate a single event.

Cluster	Production and Distribution of Writing
A.ELA.1.21	(Begins in grade 3.)
A.ELA.1.22	Add details to strengthen writing as needed incorporating guidance and support from adults and collaborative discussions.
A.ELA.1.23	Explore a variety of digital tools to produce and publish writing, including collaboration with peers.

Cluster	Research to 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).
A.ELA.1.25	Recall information from experiences or gather information from provided sources to answer a question.
A.ELA.1.26	(Begins in grade 4.)

Cluster	Range of Writing
A.ELA.1.27	(Begins in grade 3.)

Speaking & 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.
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.
A.ELA.1.30	Ask and/or answer questions in order to seek help, get information, or clarify something that is not understood.

Cluster	Presentation of Knowledge and Ideas
A.ELA.1.31	Describe familiar people, places, things, and events.
A.ELA.1.32	Add drawings or other visual displays to descriptions as desired to provide additional details.
A.ELA.1.33	Speak audibly to express thoughts, feelings, and ideas.

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 questions 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.
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.

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*).
A.ELA.1.38	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 objectives by relating them to their opposites (antonyms) (e.g., run/walk, sit/stand, short/tall, small/big). • Distinguish shades of meaning among verbs 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.

Alternate Academic Achievement Standards for English Language Arts – Grade 2

The West Virginia Alternate Academic Achievement Standards for English Language Arts are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning process.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Following the skill progressions from first grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in second grade.

<table>
<tr><th colspan="2">Early Learning Foundations</th></tr>
<tr><td colspan="2">• Read stories and poems aloud with sufficient fluency to support comprehension.
• Use phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing.
• Be able to hear and orally reproduce sounds used to make words.
• Understand the basic features of print.</td></tr>
<tr><th>Reading</th><th>Writing</th></tr>
<tr><td>• Get facts and information from different writings.</td><td>• Write about topics, supplying some facts and providing some sense of opening and closing.</td></tr>
<tr><th>Speaking/Listening</th><th>Language</th></tr>
<tr><td>• Take part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion.</td><td>• Produce and expand complete simple and compound statements, questions, commands, and exclamations.
• Identify the correct meaning for a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., deciding whether the word bat means a flying mammal or a club used in baseball).
• Learn to think about finer distinctions in the meanings of near-synonyms (e.g., marching, prancing, strutting, strolling, and walking).</td></tr>
</table>

<u>Grades 2-3 Specifications</u>

In grades 2-3, students should be exposed to complex texts appropriate for addressing the expectations of the alternate academic achievement standards for second grade. By the end of the programmatic level (grade 3) and over the course of the entire instructional day, the distribution of text types should include 50% literary a 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.

<u>Numbering of Standards</u>

The following ELA standards are numbered continuously. The ranges in the chart below relate to the clusters found with the ELA domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Phonological Awareness	Foundation IV
Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-15
Range of Reading and Text Complexity	Standards 16-17
Writing	
Text Types and Purposes	Standards 18-20
Production and Distribution of Writing	Standards 21-23
Research to Build and Present Knowledge	Standards 24-26
Range of Writing	Standard 27
Speaking & Listening	
Comprehension and Collaboration	Standards 28-30
Presentation of Knowledge and Ideas	Standards 31-33
Language	
Conventions of Standard English	Standards 34-35
Knowledge of Language	Standard 36
Vocabulary Acquisition and Use	Standards 37-39

Early Learning Foundations

Cluster	**Fluency**
A.ELA.2.I	Engage in shared reading of increasingly complex texts with purpose and understanding.

Cluster	**Phonics and Word Recognitions**
A.ELA.2.II	Know and apply phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary sounds for most consonants. • Identify letter-sound associations at the beginning of words.

Cluster	**Handwriting**
A.ELA.2.III	Print, trace, or use assistive technology to produce letters.

Cluster	**Phonological Awareness**
A.ELA.2.IV	Demonstrate understanding of spoken words and sounds (phonemes). • Recognize and produce rhyming words.

	• Isolate and produce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words (i.e., consonant-vowel-consonant, CVC). This does not include CVCs ending with /l/, /r/, or /x/. • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Cluster	Print Concepts
A.ELA.2.V	Demonstrate understanding of the organization and basic features of print. • Identify and/or name most letters of the alphabet. • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, and ending punctuation).

Reading Domain

Cluster	Key Ideas and Details
A.ELA.2.1	Ask and/or answer questions about key details in familiar literary texts.
A.ELA.2.2	Retell familiar stories, including key details in literary texts.
A.ELA.2.3	Identify characters, settings, and/or major events in a familiar literary text.
A.ELA.2.4	Ask and/or answer questions about key details in familiar informational text.
A.ELA.2.5	Identify the main topic and retell key details in familiar informational text.
A.ELA.2.6	Identify the individuals, events, or pieces of information in a familiar information text.

Cluster	Craft and Structure
A.ELA.2.7	Answer questions about unknown words in a familiar literary text.
A.ELA.2.8	Recognize common types of texts (e.g., storybooks or poems).
A.ELA.2.9	Explore how the author and illustrator contribute to the story in a familiar literary text.
A.ELA.2.10	Answer questions about unknown words in a familiar informational text.
A.ELA.2.11	Explore the front cover, back cover, and/or title page of 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.

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).
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).
A.ELA.2.15	(Begins in grade 3.)

Cluster	Range of Reading and Text Complexity
A.ELA.2.16	Activity engage in group reading activities of appropriately challenging literary texts with purpose and understanding.
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.

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.
A.ELA.2.19	Use drawing, dictating, and/or writing to compose informational/explanatory texts; name and supply some information about the topic.
A.ELA.2.20	Use drawing, dictating, and/or writing to narrate a single event or several loosely linked events.

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.
A.ELA.2.23	Explore a variety of digital tools to produce and publish writing, including collaboration with peers.

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).
A.ELA.2.25	Recall information from experiences or gather information from provided sources to answer a question.
A.ELA.2.26	(Begins in grade 4.)

Cluster	Range of Writing
A.ELA.2.27	(Begins in grade 3.)

Speaking & 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.
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.
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.

Cluster	Presentation of Knowledge and Ideas
A.ELA.2.31	Describe familiar people, places, things, and events.
A.ELA.2.32	Add drawings or other visual displays to descriptions as desired to provide additional details.
A.ELA.2.33	Speak audibly to express thoughts, feelings, and ideas by using words and/or phrases when appropriate to task and situation.

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.
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.

Cluster	Knowledge of 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.

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.
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.
A.ELA.2.39	Use words and phrases acquired through conversations, being read to, and during shared reading activities.

Alternate Academic Achievement Standards for English Language Arts – Grade 3

The West Virginia Alternate Academic Achievement Standards for ELA are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Following the skill progressions from second grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in third grade:

<table>
<tr><th colspan="2">Early Learning Foundations</th></tr>
<tr><td colspan="2">• Read stories and poems aloud with sufficient fluency to support comprehension.
• Use phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing.
• Be able to hear and orally reproduce sounds used to make words.
• Understand the basic features of print.</td></tr>
<tr><th>Reading</th><th>Writing</th></tr>
<tr><td>• Get facts and information from different writing.</td><td>• Write about a topic, supplying some facts and providing some sense of opening and closing.</td></tr>
<tr><th>Speaking/Listening</th><th>Language</th></tr>
<tr><td>• Take part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion.</td><td>• Produce and expand complete simple and compound statements, questions, commands and exclamations.
• Identify the correct meaning for a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., deciding whether the word bat means a flying mammal or a club used in baseball).</td></tr>
</table>

Grades 2-3 Specifications

In grades 2-3, students should have numerous opportunities to engage with complex texts appropriate for addressing the expectations for the Alternate Academic Achievement Standards for third grade. By the end of the programmatic level (grade 3) and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.

Numbering of Standards

The following ELA standards are numbered continuously. The ranges in the chart below relate to the clusters found within the ELA domains:

Early Learning Foundations

Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Phonological Awareness	Foundation IV
Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-15
Range of Reading and Text Complexity	Standards 16-17
Writing	
Text Types and Purposes	Standards 18-20
Production and Distribution of Writing	Standards 21-23
Research to Build and Present Knowledge	Standards 24-26
Range of Writing	Standard 27
Speaking & Listening	
Comprehension and Collaboration	Standards 28-30
Presentation of Knowledge and Ideas	Standards 31-33
Language	
Conventions of Standard English	Standards 34-35
Knowledge of Language	Standard 36
Vocabulary Acquisition and Use	Standards 37-39

Early Learning Foundations

Cluster	**Fluency**
A.ELA.3.I	Engage in shared reading of increasingly complex texts with purpose and understanding.

Cluster	**Phonics and Word Recognition**
A.ELA.3.II	Know and apply phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. • Identify letter-sound association at the beginning of words. • Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do,* or *does*).

Cluster	**Handwriting**
A.ELA.3.III	Print, trace, or use assistive technology to produce upper- and lowercase letters using proper letter formation and directionality.

Cluster	**Phonological Awareness**
A.ELA.3.IV	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Blend onsets and rhymes of single-syllable spoken words. • Distinguish long from short vowel sounds in spoken single-syllable words.

	• Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Cluster	Print Concepts
A.ELA.3.V	Demonstrate understanding of the organization and basic features of print. • Identify and/or name most letters of the alphabet. • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, and ending punctuation.)

Reading

Cluster	Key Ideas and Details
A.ELA.3.1	Ask and/or answer questions about key details in familiar literary texts.
A.ELA.3.2	Retell familiar stories, including fables, folktales, and myths from diverse cultures, using key details in literary texts.
A.ELA.3.3	Identify characters, settings, and/or major events in a literary text.
A.ELA.3.4	Ask and/or answer questions about key details in familiar informational texts.
A.ELA.3.5	Identify the main topic and retell key details in familiar informational text.
A.ELA.3.6	Identify the individuals, events, or pieces of information in a familiar information 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.
A.ELA.3.8	Recognize common types of text (e.g., storybooks or poems).
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.
A.ELA.3.10	Ask and/or answer questions about unknown words and/or phrases in a familiar informational text.
A.ELA.3.11	Identify the front cover, back cover, and title page of a 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.

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).
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).
A.ELA.3.15	Identify the reasons an author gives to support points in a literary or informational 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.
A.ELA.3.17	Actively engage in group reading activities of appropriate challenging informational texts, including social studies, science, and technical texts, with purpose and understanding.

Writing

Cluster	Text Types 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.
A.ELA.3.19	Use drawing, dictating, and/or writing to compose informative/explanatory texts to convey ideas.
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.

Cluster	Production and Distribution of Writing
A.ELA.3.21	Produce writing in which the development and organization are appropriate to task and purpose.
A.ELA.3.22	Add details to strengthen writing as needed incorporating guidance and support from adults and collaborative discussions.
A.ELA.3.23	Explore a variety of digital tools to produce and publish writing, including collaboration with peers.

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).
A.ELA.3.25	Recall information from experiences or gather information from provided sources to answer a question.
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.

Speaking & Listening

Cluster	Comprehension and Collaboration
A.ELA.3.28	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	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	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 familiar people, places, things, and events and provide additional details.
A.ELA.3.32	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.

Language

Cluster	Conventions of Standard 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.
A.ELA.3.35	Demonstrate understanding of conventions of Standard English capitalization, spelling, and punctuation during shared writing activities. • 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.

Cluster	Vocabulary Acquisition and Use
A.ELA.3.37	Demonstrate knowledge of word meanings. • 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.
A.ELA.3.39	Use words and phrases acquired through conversations, reading, being read to, and responding to texts.

Alternate Academic Achievement Standards for English Language Arts – Grade 4

The West Virginia alternate academic achievement standards for ELA are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Following the skill progressions from third grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in fourth grade:

<table>
<tr><th colspan="2">Early Learning Foundations</th></tr>
<tr><td colspan="2">• Read stories and poems aloud with sufficient fluency to support comprehension.
• Use phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing.
• Be able to hear and orally reproduce sounds used to make words.
• Understand the basic features of print.</td></tr>
<tr><th>Reading</th><th>Writing</th></tr>
<tr><td>• Get facts and information from different writing.</td><td>• Write about a topic, supplying some facts and providing some sense of opening and closing.</td></tr>
<tr><th>Speaking/Listening</th><th>Language</th></tr>
<tr><td>• Take part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion.</td><td>• Produce and expand complete simple and compound statements, questions, commands and exclamations.
• Identify the correct meaning for a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., deciding whether the word bat means a flying mammal or a club used in baseball).</td></tr>
</table>

Grade 4-5 Specifications

In grades 4-5, students should have numerous opportunities to engage with complex texts appropriate for addressing the expectations of the alternate academic achievement standards for fourth grade. By the end of the programmatic level (grade 5) and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.

Numbering of Standards

The following ELA standards are numbered continuously. The ranges in the chart below relate to the clusters found within the ELA domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Phonological Awareness	Foundation IV
Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-15
Range of Reading and Text Complexity	Standards 16-17
Writing	
Text Types and Purposes	Standards 18-20
Production and Distribution of Writing	Standards 21-23
Research to Build and Present Knowledge	Standards 24-26
Range of Writing	Standard 27
Speaking & Listening	
Comprehension and Collaboration	Standards 28-30
Presentation of Knowledge and Ideas	Standards 31-33
Language	
Conventions of Standard English	Standards 34-35
Knowledge of Language	Standard 36
Vocabulary Acquisition and Use	Standards 37-39

Early Learning Foundations

Cluster	Fluency
A.ELA.4.I	Participate in supported reading of increasingly complex texts with purpose and understanding to support comprehension.

Cluster	Phonics and Word Recognition
A.ELA.4.II	Know and apply appropriate phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. • Identify letter-sound association at the beginning of words. • Associate common spellings (graphemes) with the five major short vowel sounds. • Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is ,are, do,* or *does*).

Cluster	Handwriting
A.ELA.4.III	Print, trace, or use assistive technology to produce all upper- and lowercase letters using proper letter formation and directionality.

Cluster	Phonological Awareness
A.ELA.4.IV	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words.

	• Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Cluster	**Print Concepts**
A.ELA.4.V	Demonstrate understanding of the organization and basic features of print. • Identify and/or name all letters of the alphabet. • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, and ending punctuation).

Reading

Cluster	**Key Ideas and Details**
A.ELA.4.1	Ask and/or answer questions about key details in familiar literary texts.
A.ELA.4.2	Retell familiar stories using key details in literary texts.
A.ELA.4.3	Identify characters, settings, and/or major events in a literary text.
A.ELA.4.4	Ask and/or answer questions about key details in familiar informational texts.
A.ELA.4.5	Identify the main topic and retell key details of a familiar informational text.
A.ELA.4.6	Identify the individuals, evets, or pieces of information in an informational text.

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.
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.
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.
A.ELA.4.10	Ask and/or answer questions about unknown words and/or phrases in a familiar informational text.
A.ELA.4.11	Explore various informational text features (e.g., headings, tables of contents, glossaries, electronic menus, and/or icons).
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.

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.
A.ELA.4.14	Use the illustrations and/or details in a text to describe its key ideas in familiar informational texts.
A.ELA.4.15	Identify the reasons an author gives to support points 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.
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.

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.
A.ELA.4.19	Use drawing, dictating, and/or writing to compose informative/explanatory texts to convey ideas.
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.

Cluster	Production and Distribution of Writing
A.ELA.4.21	Produce writing in which the development and organization are appropriate to task and purpose.
A.ELA.4.22	Add details to strengthen writing as needed incorporating guidance and support from adults and collaborative discussions.
A.ELA.4.23	Explore a variety of digital tools to produce and publish writing, including collaboration with peers.

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).
A.ELA.4.25	Recall information from experiences or gather information from provided sources to answer a question.
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").

Cluster	Range of Writing
A.ELA.4.27	Write routinely for a range of discipline-specific tasks, purposes, and audiences.

Speaking & 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.

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.
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.

Cluster	**Presentation of Knowledge and Ideas**
A.ELA.4.31	Describe familiar people, places, things, and events, and provide additional details.
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.
A.ELA.4.33	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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.
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.

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.

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.
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*).

A.ELA.4.39	Use words and phrases acquired through conversations, reading, being read to, and responding to texts.

Alternate Academic Achievement Standards for English Language Arts – Grade 5

The West Virginia alternate academic achievement standards for ELA are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Following the skill progressions from fourth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in fifth grade:

<table>
<tr><th colspan="2">Early Learning Foundations</th></tr>
<tr><td colspan="2">• Read stories and poems aloud with sufficient fluency to support comprehension.
• Use phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing.
• Be able to hear and orally reproduce sounds used to make words.
• Understand the basic features of print.</td></tr>
<tr><th>Reading</th><th>Writing</th></tr>
<tr><td>• Get facts and information from different writings.</td><td>• Write about a topic, supplying some facts and providing some sense of opening and closing.</td></tr>
<tr><th>Speaking/Listening</th><th>Language</th></tr>
<tr><td>• Take part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion.</td><td>• Produce and expand complete simple and compound statements, questions, commands, and exclamations.
• Identify the correct meaning of a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., deciding whether the word bat means a flying mammal or a club used in baseball).</td></tr>
</table>

Grade 4-5 Specifications

In grades 4-5, students should have numerous opportunities to engage with complex texts appropriate for addressing the expectations of the alternate academic achievement standards for fifth grade. By the end of the programmatic level (grade 5) and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.

Numbering of Standards

The following ELA standards are numbered continuously. The ranges in the chart below relate to the clusters found within the ELA domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Phonological Awareness	Foundation IV
Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-15
Range of Reading and Text Complexity	Standards 16-17
Writing	
Text Types and Purposes	Standards 18-20
Production and Distribution of Writing	Standards 21-23
Research to Build and Present Knowledge	Standards 24-26
Range of Writing	Standard 27
Speaking & Listening	
Comprehension and Collaboration	Standards 28-30
Presentation of Knowledge and Ideas	Standards 31-33
Language	
Conventions of Standard English	Standards 34-35
Knowledge of Language	Standard 36
Vocabulary Acquisition and Use	Standards 37-39

Early Learning Foundations

Cluster	Fluency
A.ELA.5.I	Participate in supported reading and increasingly complex texts with purpose and understanding to support comprehension.

Cluster	Phonics and Word Recognition
A.ELA.5.II	Know and apply phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. • Identify letter-sound association at the beginning of words. • Associate common spellings (graphemes) with the five major short vowel sounds. • Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do* or *does*). • Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Cluster	Handwriting
A.ELA.5.III	Print, trace, or use assistive technology to produce all upper- and lowercase letters using proper letter formation and directionality.

Cluster	Phonological Awareness
A.ELA.5.IV	Demonstrate understanding of spoken words, syllables, and sounds phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • Isolate and pronounce initial, medial vowel, and find sounds (phonemes) in spoken single-syllable words. • Segment spoken single-syllable words into their complete sequences of individual sounds (phonemes).

Cluster	Print Concepts
A.ELA.5.V	Demonstrate understanding of the organization and basic features of print. • Identify and/or name all letters of the alphabet. • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, and ending punctuation).

Reading

Cluster	Key Ideas and Details
A.ELA.5.1	Ask and/or answer questions about key details in familiar literary texts.
A.ELA.5.2	Retell familiar stories using key details in literary texts.
A.ELA.5.3	Identify characters, settings, and/or major events in a literary text.
A.ELA.5.4	Ask and/or answer questions about key details in familiar informational texts.
A.ELA.5.5	Identify the main topic of a familiar informational text and retell key details.
A.ELA.5.6	Identify the individuals, events, or pieces of information 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.
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.
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.
A.ELA.5.10	Determine the meaning of general academic words and/or phrase in 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).
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.

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.
A.ELA.5.14	Use the illustrations and/or detail in a text to describe its key ideas in informational texts.
A.ELA.5.15	Identify the reasons an author gives to support points in an informational text.

Cluster	Range of Reading and Text Complexity
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.
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.

Writing

Cluster	Text Types and Purposes
A.ELA.5.18	Use drawing, dictating, and/or writing to compose opinion pieces by stating an opinion or preference on a familiar topic or text and supplying a reason to support the opinion.
A.ELA.5.19	Use drawing, dictating, and/or writing to compose informative/explanatory texts to convey ideas.
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.

Cluster	Production and Distribution of Writing
A.ELA.5.21	Produce writing in which the development and organization are appropriate to task and purpose.
A.ELA.5.22	Add details to strengthen writing as needed incorporating guidance and support from adults and collaborative discussions.
A.ELA.5.23	Explore a variety of digital tools to produce and publish writing, including collaboration with peers.

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).
A.ELA.5.25	Recall information from experiences or gather information from provided sources to answer a question.
A.ELA.5.26	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.

Speaking & 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.
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.
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.

Cluster	**Presentation of Knowledge and Ideas**
A.ELA.5.31	Tell a story or recount an experience with appropriate facts and relevant, descriptive details.
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.
A.ELA.5.33	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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.
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.

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.

Cluster	**Vocabulary Acquisitions and Use**
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).

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*).

Alternate Academic Achievement Standards for English Language Arts – Grade 6

The West Virginia alternate academic achievement standards for ELA are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Following the skill progressions from fifth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domain in sixth grade:

<table>
<tr><th colspan="2">Early Learning Foundations</th></tr>
<tr><td colspan="2">• Reading increasingly challenging texts with purpose and understanding.
• Know and apply phonics and word analysis skills in decoding words.
○ Decode regularly spelled one-syllable words.
○ Know final -e and common vowel team conventions for representing long vowel sounds.
○ Distinguish long and short vowels when reading regularly spelled one-syllable words.
○ Know spelling-sound correspondences.</td></tr>
<tr><th>Reading</th><th>Writing</th></tr>
<tr><td>• Read closely to find main ideas and supporting details in a story.
• Pay close attention to details, including illustrations and graphics, in stories and books to answer who, and what questions.
• Use text features (e.g., captions, bold print, and indexes) to locate key fact or information efficiently.</td><td>• Write about a topic, supplying some facts and providing some senses of opening and closing.
• Write stories that include a short sequence of events and include a clear beginning, middle, and end.</td></tr>
<tr><th>Speaking/Listening</th><th>Language</th></tr>
<tr><td>• Take part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion.
• Retell key information or ideas from media or books read aloud.</td><td>• Write complete sentences with correct capitalization and spelling.
• Relate words that are common in reading to words with similar meanings (synonyms) and to their opposite (antonyms).</td></tr>
</table>

<u>Grades 6-8 Specifications</u>

In grades 6-8, students should have numerous opportunities to engage with complex texts appropriate for addressing the expectations of the alternate academic achievement standards for sixth grade. By the end of the programmatic level (grade 8) and over the course of the entire instructional day, the distribution of text types should shift to 45% literary and 55% informational, and writing types should shift to 35% argumentative, 35% informative, and 30% narrative.

<u>Numbering of Standards</u>

The following ELA standards are numbered continuously. The ranges in the chart below relate to the clusters found within the ELA domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Phonological Awareness	Foundation IV
Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-15
Range of Reading and Text Complexity	Standards 16-17
Writing	
Text Types and Purposes	Standards 18-20
Production and Distribution of Writing	Standards 21-23
Research to Build and Present Knowledge	Standards 24-26
Range of Writing	Standard 27
Speaking & Listening	
Comprehension and Collaboration	Standards 28-30
Presentation of Knowledge and Ideas	Standards 31-33
Language	
Conventions of Standard English	Standards 34-35
Knowledge of Language	Standard 36
Vocabulary Acquisition and Use	Standards 37-39

Early Learning Foundations

Cluster	**Fluency**
A.ELA.6.I	Read increasingly challenging texts with purpose and understanding.

Cluster	**Phonics and Word Recognition**
A.ELA.6.II	Know and apply phonics and word analysis skills in decoding words. • Decode regularly spelled one-syllable words. • Know final -e and common vowel team conventions for representing long vowel sounds. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences.

Cluster	**Handwriting**
A.ELA.6.III	Continue to work on grade K-5 skills as necessary.

Cluster	**Phonological Awareness**
A.ELA.6.IV	Continue to work on grade K-5 skills as necessary.

Cluster	Print Concepts
A.ELA.6.V	Continue to work on grade K-5 skills as necessary.

Reading

Cluster	Key Ideas and Details
A.ELA.6.1	Ask and/or answer questions about key ideas; such as who or what, to demonstrate understanding of key details in literary text.
A.ELA.6.2	Retell stories using key details from the text; determine the lesson or moral of the story.
A.ELA.6.3	Describe characters in a literacy text (e.g., their traits, motivations, or feelings).
A.ELA.6.4	Ask and answer questions about key ideas; such as who and what to demonstrate understanding of key details in informational texts.
A.ELA.6.5	Demonstrate an understanding of the main idea of an informational text; recount the key details.
A.ELA.6.6	Describe the individuals, events, or pieces of information in an informational text.

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

Cluster	Integration of Knowledge and Ideas
A.ELA.6.13	Identify similarities or differences between a literary text and visual elements or multimedia presentations of the literary text.
A.ELA.6.14	Use the illustrations and/or details in a text to describe its key ideas in informational texts.
A.ELA.6.15	Identify the author's claims and supporting evidence in an informational text.

Cluster	Range of Reading and Text Complexity
A.ELA.6.16	Read and demonstrate understanding of literature, including stories, dramas, and poetry, while engaged in individual or group readings of appropriately challenging literary texts.
A.ELA.6.17	Read and demonstrate understanding of appropriately challenging informational texts, including social studies, science, and technical texts, while engaged in individual or group readings.

Writing

Cluster	Text Types and Purposes
A.ELA.6.18	Use drawing, dictating, and/or writing to compose an opinion piece with relevant evidence.
A.ELA.6.19	Use drawing, dictating, and/or writing to compose informative/explanatory texts to convey ideas.
A.ELA.6.20	Use drawing, dictating, and/or writing to compose a narrative of a short sequence of events including transition words.

Cluster	Production and Distribution of Writing
A.ELA.6.21	Produce writing in which the development and organization are appropriate to task and purpose.
A.ELA.6.22	Revise and edit to strengthen writing as needed.
A.ELA.6.23	Working individually or in a collaborative group, use a variety of digital tools to produce and publish writing.

Cluster	Research to Build and Present Knowledge
A.ELA.6.24	Conduct a short research project to answer a question.
A.ELA.6.25	Recall information from experiences or gather information from provided sources to answer a question.
A.ELA.6.26	Draw evidence from literary and informational texts to support writing. • Apply grade 6 reading standards to literary texts (e.g., "retell stories using key details from the text; determine the lesson or moral of the story"). • Apply grade 6 reading standards to informational texts (e.g., "identify the main topic of a multiple-paragraph informational text and retell key details").

Cluster	Range of Writing
A.ELA.6.27	Write routinely for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

Cluster	Comprehension and Collaboration
A.ELA.6.28	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on a variety of grade 6 topics and issues and appropriately challenging texts. • Follow agreed-upon rules for discussion (e.g., listening to others with care and speaking one at a time about the topics and text under discussion). • Respond appropriately to the comments of others through two or more exchanges. • Ask questions to clear up any confusion about the topics and texts under discussion.
A.ELA.6.29	Retell or describe key ideas or details presented in diverse media and formats (e.g., visually, read aloud, orally).
A.ELA.6.30	Ask and/or answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Cluster	Presentation of Knowledge and Ideas
A.ELA.6.31	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, using eye contact, adequate volume, and clear pronunciation.
A.ELA.6.32	Include multimedia components (e.g., graphics, images, music, and/or sound) and visual displays in presentations to clarify information.
A.ELA.6.33	Speak in complete sentences when appropriate to task and situation in order to provide requested details or clarification.

Language

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

Cluster	Knowledge of Language
A.ELA.6.36	Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Choose words and phrases for effect. • Recognize and observe differences between the conventions of spoken and written Standard English.

Cluster	Vocabulary Acquisition and Use
A.ELA.6.37	Determine or clarify the meaning of unknown words choosing flexibly from various strategies. • Use context clues to determine the meaning of an unfamiliar word or phrase. • Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). • Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
A.ELA.6.38	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Identify the meaning of simple similes (e.g., The man was as big as a tree.).

	• Demonstrate understanding of words by identifying other words with similar and different meanings.
A.ELA.6.39	Acquire and accurately use general academic and domain-specific words and phrases.

Alternate Academic Achievement Standards for English Language Arts – Grade 7

The West Virginia alternate academic achievement standards for ELA are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Following the skill progressions from sixth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in seventh grade:

<table>
<tr><th colspan="2">Early Learning Foundations</th></tr>
<tr><td colspan="2">• Read increasingly challenging texts with purpose and understanding.
• Know and apply phonics and word analysis skills in decoding words.
○ Decode regularly spelled one-syllable words.
○ Know final -e and common vowel team conventions for representing long vowel sounds.
○ Distinguish long and short vowels when reading regularly spelled one-syllable words.
○ Know spelling-sound correspondences.</td></tr>
<tr><th>Reading</th><th>Writing</th></tr>
<tr><td>• Read closely to find main ideas and supporting details in a story.
• Pay close attention to details, including illustrations and graphics, in stories and books to answer who, and what questions.
• Integrating information from several print and digital sources to answer questions and solve problems.</td><td>• Write about a topic, supplying some facts and providing some sense of opening and close.
• Write stories that include a short sequence of events and include a clear beginning, middle, and end.</td></tr>
<tr><th>Speaking/Listening</th><th>Language</th></tr>
<tr><td>• Take part in conversation about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion.
• Retell key information or ideas from media or books read aloud.</td><td>• Write a variety of sentence types with correct capitalization, punctuation, and spelling.
• Relate words that are common in reading to words with similar meaning (synonyms) and to their opposite (antonyms).</td></tr>
</table>

Grades 6-8 Specifications

In grades 6-8, students should have numerous opportunities to engage with complex texts appropriate for addressing the expectations of the alternate academic achievement standards for seventh grade. By the end of the programmatic level (grade 8) and over the course of the entire instructional day, the distribution of text types should shift to 45% literary and 55% informational, and writing types should shift to 35% argumentative, 35% informative, and 30% narrative.

Numbering of Standards

The following ELA standards are numbered continuously. The ranges in the chart below relate to the clusters found within the ELA domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Phonological Awareness	Foundation IV
Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-15
Range of Reading and Text Complexity	Standards 16-17
Writing	
Text Types and Purposes	Standards 18-20
Production and Distribution of Writing	Standards 21-23
Research to Build and Present Knowledge	Standards 24-26
Range of Writing	Standard 27
Speaking & Listening	
Comprehension and Collaboration	Standards 28-30
Presentation of Knowledge and Ideas	Standards 31-33
Language	
Conventions of Standard English	Standards 34-35
Knowledge of Language	Standard 36
Vocabulary Acquisition and Use	Standards 37-39

Early Learning Foundations

Cluster	**Fluency**
A.ELA.7.I	Read appropriately challenging texts with purpose and understanding.

Cluster	**Phonics and Word Recognition**
A.ELA.7.II	Know and apply phonics and word analysis skills in decoding words. • Decode regularly spelled one-syllable words. • Know final -e and common vowel team conventions for representing long vowel sounds. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams.

Cluster	**Handwriting**
A.ELA.7.III	Continue to work on grade K-5 skills as necessary.

Cluster	**Phonological Awareness**
A.ELA.7.IV	Continue to work on grade K-5 skills as necessary.

Cluster	Print Concepts
A.ELA.7.V	Continue to work on grade K-5 skills as necessary.

Reading

Cluster	Key Ideas and Details
A.ELA.7.1	Ask and/or answer questions about key ideas; such as who and what, to demonstrate understanding of key details in literary text.
A.ELA.7.2	Determine the central message, lesson, or moral of a literary text and explain how it is conveyed through key details in the literary text.
A.ELA.7.3	Describe characters in a literary text (e.g., their traits, motivations, or feelings).
A.ELA.7.4	Ask and answer questions about key ideas; such as who and what to demonstrate understanding of key details in informational texts.
A.ELA.7.5	Determine the main idea of an informational text; recount the key details and explain how they support the main idea.
A.ELA.7.6	Describe the individuals, events, or pieces of information in an informational text.

Cluster	Craft and Structure
A.ELA.7.7	Identify words or phrases in literary text that suggest meaning and tone.
A.ELA.7.8	Describe the overall structure of a story including the introduction, body, and conclusion in a literary text.
A.ELA.7.9	Identify who is telling the story at various points in a literary text.
A.ELA.7.10	Determine the meaning of general academic and domain-specific words and phrases in an informational text.
A.ELA.7.11	Describe the overall structure (e.g., chronology, comparison, cause/effect, or problem/solving) of events, ideas, concepts, or information in all or part of an informational text.
A.ELA.7.12	Identify the main purpose of informational text, including what the author wants to answer, explain, or describe.

Cluster	Integration of Knowledge and Ideas
A.ELA.7.13	Identify similarities and/or differences between a literary text and visual elements or multimedia presentations of the literary text.
A.ELA.7.14	Use the illustrations and/or details in an informational text to describe its key ideas.
A.ELA.7.15	Identify the author's claims and supporting evidence in an informational text.

Cluster	Range of Reading and Text Complexity
A.ELA.7.16	Read and demonstrate understanding of literature, including stories, dramas, and poetry, while engaged in individual or group readings of appropriately challenging literary texts.
A.ELA.7.17	Read and demonstrate understanding of appropriately challenging informational texts, including social studies, science, and technical texts, while engaging in individual or group readings.

Writing

Cluster	Text Types and Purposes
A.ELA.7.18	Use drawing, dictating, and/or writing to compose an opinion piece with relevant evidence.
A.ELA.7.19	Use drawing, dictating, and/or writing to compose informative/explanatory texts to convey ideas.
A.ELA.7.20	Use drawing, dictating, and/or writing to compose a narrative of a short sequence of events including transition words.

Cluster	Production and Distribution of Writing
A.ELA.7.21	Produce writing in which the development and organization are appropriate to task and purpose.
A.ELA.7.22	Revise and edit to strengthen writing.
A.ELA.7.23	Working individually or in a collaborative group, use a variety of digital tools to produce and publish writing.

Cluster	Research to Build and Present Knowledge
A.ELA.7.24	Conduct a short research project to answer a question.
A.ELA.7.25	Recall information from experiences or gather information from provided sources to answer a question.
A.ELA.7.26	Draw evidence from literary and informational texts to support writing. • Apply grade 7 reading standards to literary texts (e.g., "determine the central message, lesson, or moral of a literary text and explain how it is conveyed through key details in the literary text"). • Apply grade 7 reading standards to informational text (e.g., "describe the individuals, events, or pieces of information in an informational text").

Cluster	Range of Writing
A.ELA.7.27	Write routinely for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

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

Cluster	Presentation of Knowledge and Ideas

A.ELA.7.31	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, using eye contact, adequate volume, and clear pronunciation.
A.ELA.7.32	Include multimedia components (e.g., graphics, images, music, and/or sound) and visual displays in presentations to clarify information.
A.ELA.7.33	Speak in complete sentences when appropriate to task and situation in order to provide requests details or clarification.

Language

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

Cluster	**Knowledge of Language**
A.ELA.7.36	Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Choose words and phrases for effect. • Recognize and observe differences between the conventions of spoken and written Standard English.

Cluster	**Vocabulary Acquisition and Use**
A.ELA.7.37	Determine or clarify the meaning of unknown words choosing flexibly from various strategies. • Use context clues to determine the meaning of an unfamiliar word or phrase. • Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). • Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
A.ELA.7.38	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Identify the literal and nonliteral meanings of words in context.

	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
A.ELA.7.39	Acquire and accurately use conversational, general academic, and domain-specific words and phrases.

Alternate Academic Achievement Standards for English Language Arts – Grade 8

The West Virginia alternate academic achievement standards for ELA are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Following the skill progressions from seventh grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in eighth grade:

<table>
<tr><th colspan="2">Early Learning Foundations</th></tr>
<tr><td colspan="2">• Read increasingly challenging texts with purpose and understanding.
• Know and apply phonics and word analysis skills in decoding words.
○ Decode regularly spelled one-syllable words.
○ Know final -e and common vowel team conventions for representing long vowel sounds.
○ Distinguish long and short vowels when reading regularly spelled one-syllable words.
○ Know spelling-sound correspondences.</td></tr>
<tr><th>Reading</th><th>Writing</th></tr>
<tr><td>• Read closely to find main ideas and supporting details in a story.
• Pay close attention to details, including illustrations and graphics, in stories and books to answer who, and what questions.
• Integrating information from several print and digital sources to answer questions and solve problems.</td><td>• Write about a topic, supplying some facts and providing some sense of opening and closure.
• Write stories that include a short sequence of events and include a clear beginning, middle, and end.</td></tr>
<tr><th>Speaking/Listening</th><th>Language</th></tr>
<tr><td>• Take part in conversation about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion.
• Retell key information or ideas from media or books read aloud.</td><td>• Write a variety of sentence types with correct capitalization, punctuation, and spelling.
• Relate words that are common in reading to words with similar meaning (synonyms) and to their opposite (antonyms).</td></tr>
</table>

Specifications

In grades 6-8, students should have numerous opportunities to engage with complex texts appropriate for addressing the expectations of the alternate academic achievement standards for seventh grade. By the end of the programmatic level (grade 8) and over the course of the entire instructional day, the distribution of text types should shift to 45% literary and 55% informational, and writing types should shift to 35% argumentative, 35% informative, and 30% narrative.

Numbering of Standards

The following ELA standards are numbered continuously. The ranges in the chart below relate to the clusters found within the ELA domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Phonological Awareness	Foundation IV
Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-15
Range of Reading and Text Complexity	Standards 16-17
Writing	
Text Types and Purposes	Standards 18-20
Production and Distribution of Writing	Standards 21-23
Research to Build and Present Knowledge	Standards 24-26
Range of Writing	Standard 27
Speaking & Listening	
Comprehension and Collaboration	Standards 28-30
Presentation of Knowledge and Ideas	Standards 31-33
Language	
Conventions of Standard English	Standards 34-35
Knowledge of Language	Standard 36
Vocabulary Acquisition and Use	Standards 37-39

Early Learning Foundations

Cluster	**Fluency**
A.ELA.8.I	Read appropriately challenging texts with purpose and understanding.

Cluster	**Phonics and Word Recognition**
A.ELA.8.II	Know and apply phonics and word analysis skills in decoding words. • Decode regularly spelled one-syllable words. • Know final -e and common vowel team conventions for representing long vowel sounds. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams.

Cluster	**Handwriting**
A.ELA.8.III	Continue to work on Grade K-5 skills as necessary.

Cluster	**Phonological Awareness**
A.ELA.8.IV	Continue to work on Grade K-5 skills as necessary.

Cluster	Print Concepts
A.ELA.8.V	Continue to work on Grade K-5 skills as necessary.

Reading

Cluster	Key Ideas and Details
A.ELA.8.1	Ask and/or answer questions about key ideas; such as who, what, when, and where, to demonstrate understanding of key details in literary text.
A.ELA.8.2	Identify the central idea of a literary text and summarize key details.
A.ELA.8.3	Describe characters in a literary text (e.g., their traits, motivations, or feelings).
A.ELA.8.4	Ask and answer questions about key ideas; such as who, what, when, and where to demonstrate understanding of key details in informational texts.
A.ELA.8.5	Identify the central idea of an informational text and summarize key details.
A.ELA.8.6	Describe individuals, events, or pieces of information in an informational text.

Cluster	Craft and Structure
A.ELA.8.7	Determine the meaning of words or phrases in literary text and their impact on meaning and tone.
A.ELA.8.8	Compare and contrast the structure of two literary texts.
A.ELA.8.9	Identify who is telling the story at various points in a literary text.
A.ELA.8.10	Identify words or phrases in informational text that suggest meaning and tone.
A.ELA.8.11	Describe the overall structure of a specific paragraph in an informational text.
A.ELA.8.12	Identify the main purpose of informational text, including what the author wants to answer, explain, or describe.

Cluster	Integration of Knowledge and Ideas
A.ELA.8.13	Identify similarities and differences between a literary text and visual elements or multimedia presentations of the literary text.
A.ELA.8.14	Use information gained from illustrations (e.g., maps or photographs) and/or the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
A.ELA.8.15	Identify the author's claims and supporting evidence in an informational text.

Cluster	Range of Reading and Text Complexity
A.ELA.8.16	Read and demonstrate understanding of literature, including stories, dramas, and poetry, while engaged in individual or group readings of appropriately challenging literary texts.
A.ELA.8.17	Read and demonstrate understanding of appropriately challenging informational texts, including social studies, science, and technical texts, while engaged in individual or group readings.

Writing

Cluster	Text Types and Purposes
A.ELA.8.18	Use drawing, dictating, and/or writing to compose an opinion piece with relevant evidence.

A.ELA.8.19	Use drawing, dictating, and/or writing to compose informative/explanatory texts to convey ideas.
A.ELA.8.20	Use drawing, dictating, and/or writing to compose a narrative of a short sequence of evidence including transition words.

Cluster	**Production and Distribution of Writing**
A.ELA.8.21	Produce writing in which the development and organization are appropriate to task and purpose.
A.ELA.8.22	Strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
A.ELA.8.23	Use a variety of digital tools to produce and publish writing, including a collaboration with peers.

Cluster	**Research to Build and Present Knowledge**
A.ELA.8.24	Conduct a short research project drawing on several sources to answer a question.
A.ELA.8.25	Recall information from experiences or gather information from provided sources to answer a question.
A.ELA.8.26	Draw evidence from literary or informational texts to support writing. • Apply grade 8 reading standards to literary texts (e.g., "identify the central ideas of a literary text and summarize key details"). • Apply grade 8 reading standards to informational texts (e.g., "ask and answer questions about key ideas; such as who, what, when, and where to demonstrate understanding of key details in informational texts.").

Cluster	**Range of Writing**
A.ELA.8.27	Write routinely for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

Cluster	**Comprehension and Collaboration**
A.ELA.8.28	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on a variety of grade 8 topics and issues and appropriately challenging texts. • Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion). • Respond appropriately to the comments of others through two or more exchanges. • Ask questions to clear up any confusion about the topics and texts under discussion.
A.ELA.8.29	Retell or describe key ideas or details presented in diverse media and formats (e.g., visually, read aloud, orally).
A.ELA.8.30	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Cluster	**Presentation of Knowledge and Ideas**
A.ELA.8.31	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, using eye contact, adequate volume, and clear pronunciation.

A.ELA.8.32	Include multimedia components (e.g., graphics, images, music, and/or sound) and visual displays in presentations to clarify information.
A.ELA.8.33	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Cluster	**Conventions of Standard English**
A.ELA.8.34	Demonstrate understanding of the conversation of Standard English grammar and usage when writing or speaking. • Use collective nouns (e.g., group). • Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, and fish). • Use reflexive pronouns (e.g., myself or ourselves). • Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, or told). • Use frequently occurring adjectives and adverbs. • Use determiners (e.g., articles and demonstratives). • Produce and expand complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
A.ELA.8.35	Demonstrate understanding of conventions of Standard English capitalization, spelling, and punctuation when writing. • Capitalize the first word in a sentence. • Use appropriate end punctuation in simple declarative, interrogative, imperative, and exclamatory sentences. • Spell untaught words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

Cluster	**Knowledge of Language**
A.ELA.8.37	Determine or clarify the meaning of unknown words choosing flexibly from various strategies. • Use context clues to determine the meaning of an unfamiliar word or phrase. • Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). • Seek clarification and meaning support when unfamiliar words are encountered while reading or communication.
A.ELA.8.38	Demonstrate understanding or figurative language, word relationships, and nuances in word meanings. • Demonstrate understanding of the use of multiple meaning words. • Use knowledge of common words to understand the meaning of compound words in which they appear (e.g., birdhouse, household).
A.ELA.8.39	Acquire and accurately use conversational, general academic, and domain-specific words and phrases.

Alternate Academic Achievement Standards for English Language Arts – Grade 9

The West Virginia alternate academic achievement standards for ELA are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Following the skill progressions from eighth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in ninth grade:

Reading	Writing
• Summarize the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas. • Identify how ideas or claims are developed by particular sentence(s) or paragraph(s) of an informational text.	• Write brief reports and arguments that examine a topic and include relevant facts and details. • Conduct a short research project drawing on several sources to answer a question. • Write narratives with logical sequences of events.
Speaking/Listening	**Language**
• Report on a topic or present an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate.	• Write a variety of sentence types with correct capitalization, punctuation, and spelling. • Determine or clarify the meaning of unfamiliar words using a variety of strategies.

<u>Grades 9-10 Specifications</u>

In grades 9-10, students should have numerous opportunities to engage with complex texts appropriate for addressing the expectations of the alternate academic achievement standards for ninth grade. By the end of the programmatic level (grade 12) and over the course of the entire instructional day, the distribution of text types should shift to 30% literary and 70% informational, and writing types should shift to 40% argumentative, 40% informative, and 20% narrative.

<u>Numbering of Standards</u>

The following ELA standards are numbered continuously. The ranges in the chart below relate to the clusters found within the ELA domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Phonological Awareness	Foundation IV

Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-15
Range of Reading and Text Complexity	Standards 16-17
Writing	
Text Types and Purposes	Standards 18-20
Production and Distribution of Writing	Standards 21-23
Research to Build and Present Knowledge	Standards 24-26
Range of Writing	Standard 27
Speaking & Listening	
Comprehension and Collaboration	Standards 28-30
Presentation of Knowledge and Ideas	Standards 31-33
Language	
Conventions of Standard English	Standards 34-35
Knowledge of Language	Standard 36
Vocabulary Acquisition and Use	Standards 37-39

Early Learning Foundations

Cluster	**Fluency**
A.ELA.9.I	Continue to work on Grade K-8 skills as necessary.

Cluster	**Phonics and Word Recognition**
A.ELA.9.II	Continue to work on Grade K-8 skills as necessary.

Cluster	**Handwriting**
A.ELA.9.III	Continue to work on Grade K-5 skills as necessary.

Cluster	**Phonological Awareness**
A.ELA.9.IV	Continue to work on Grade K-5 skills as necessary.

Cluster	**Print Concepts**
A.ELA.9.	Continue to work on Grade K-5 skills as necessary.

Reading

Cluster	**Key Ideas and Details**
A.ELA.9.1	Ask and/or answer questions about key ideas; such as who, what, when, and where, to demonstrate understanding of key details and literary text.
A.ELA.9.2	Summarize literary texts using key details from the text, determine the central idea of the story.
A.ELA.9.3	Describe characters in a literary story (e.g., their traits, motivations, or feelings) and draw on specific details in the literary text (e.g., character's thoughts, words, or action).

A.ELA.9.4	Ask and answer questions about key ideas, such as who, what, when, and where to demonstrate understanding of key details in informational texts.
A.ELA.9.5	Demonstrate an understanding of the central idea of an informational text; summarize the key details.
A.ELA.9.6	Describe individuals, events, or pieces of information in an informational text and draw on specific details in informational text (e.g., sequence of events, individuals' words or actions).

Cluster	**Craft and Structure**
A.ELA.9.7	Determine the meaning of words or phrase in literary text and their impact on meaning and tone.
A.ELA.9.8	Identify how structure of a literary text creates mystery, tension, or surprise.
A.ELA.9.9	Identify who is telling the story at various points in a literary text and determine point of view.
A.ELA.9.10	Identify words or phrases in informational text that suggest meaning and tone.
A.ELA.9.11	Identify how ideas or claims are developed by particular sentence(s) or paragraph(s) of an informational text.
A.ELA.9.12	Identify the main purpose of informational text, including what the author wants to answer, explain, or describe.

Cluster	**Integration of Knowledge and Ideas**
A.ELA.9.13	Identify similarities and differences between a literary text and visual elements or multimedia presentations of the literary text to demonstrate understanding of its characters, setting, or plot.
A.ELA.9.14	Use information gained from illustrations (e.g., maps or photographs) and/or the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
A.ELA.9.15	Describe how evidence supports specific claims the author makes in an informational text.

Cluster	**Range of Reading and Text Complexity**
A.ELA.9.16	Read and demonstrate understanding of literature, including stories, dramas, and poetry, while engaged in individual or group readings of appropriately challenging literary texts.
A.ELA.9.17	Read and demonstrate understanding of appropriately challenging informational texts, including social studies, science, and technical texts, while engaged in individual or group readings.

Writing

Cluster	**Text Types and Purposes**
A.ELA.9.18	Use drawing, dictating, and/or writing to compose opinion pieces by introducing the topic or name of the text being discussed, stating an opinion, and supply a reason for the opinion; provide a sense of closure.
A.ELA.9.19	Use drawing, dictating, and/or writing to compose informative/explanatory texts by introducing a topic and using facts and definitions to develop points; provide a sense of closure.

A.ELA.9.20	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; provide a sense of closure.

Cluster	**Production and Distribution of Writing**
A.ELA.9.21	Produce writing in which the development and organization are appropriate to task and purpose.
A.ELA.9.22	Strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
A.ELA.9.23	Use a variety of digital tools to produce and publish writing, including collaboration with peers.

Cluster	**Research to Build and Present Knowledge**
A.ELA.9.24	Conduct a short research project drawing on several sources to answer a question.
A.ELA.9.25	Recall information from experiences or gather information from print and digital sources; sort evidence into provided categories.
A.ELA.9.26	Draw evidence from literary or informational texts to support writing. • Apply grade 9 reading standards to literary (e.g., "identify who is telling the story at various points in a literary text and determine point of view"). • Apply grade 9 reading standards to nonfiction and other informational texts (e.g., "identify how ideas or claims are developed by particular sentence(s) or paragraph(s) of an informational text").

Cluster	**Range of Writing**
A.ELA.9.27	Write routinely for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

Cluster	**Comprehension and Collaboration**
A.ELA.9.28	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on a variety of grade 9 topics and issues and appropriately challenging texts. • Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion). • Respond appropriately to the comments of others through two or more exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.
A.ELA.9.29	Given information presented in diverse media or format, determine the main ideas and supporting details.
A.ELA.9.30	After listening to a speaker, ask questions to demonstrate level of comprehension, gather additional information, or deepen understanding of a topic or issue.

Cluster	**Presentation of Knowledge and Ideas**
A.ELA.9.31	Speaking audibly, report on a topic or text, and/or tell a story or recount an experience with appropriate facts and relevant, descriptive details.
A.ELA.9.32	Include multimedia components (e.g., graphics, images, music, and/or sound) and visual displays in presentations to enhance ideas, thoughts, and feelings.

A.ELA.9.33	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Cluster	Conventions of Standard English
A.ELA.9.34	Demonstrate understanding of the conventions of Standard English grammar and usage when writing or speaking. • Use nouns, pronouns, verbs, adjectives, and adverbs. • Form and use regular and irregular plural nouns. • Form and use regular and irregular verbs. • Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. • Ensure subject-verb agreement. • Use coordinating and subordinating conjunctions to produce simple, and compound and/or complex sentences.
A.ELA.9.35	Demonstrate understanding of conventions of Standard English capitalization, spelling, and punctuation when writing. • Use commas properly with a coordinating or subordinating conjunction when creating compound or complex sentences.

Cluster	Knowledge of Language
A.ELA.9.36	Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informational discourse is appropriate (e.g., small-group discussion).

Cluster	Vocabulary Acquisition and Use
A.ELA.9.37	Determine or clarify the meaning of unknown words choosing from a range of strategies: • Use context to determine the meaning of unknown words. • Identify and use roots words and the words that result when affixes are added or removed. • Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
A.ELA.9.38	Demonstrate understanding of figurative language, word relationship, and nuances in word meanings. • Demonstrate understanding of the use of multiple meaning words. • Interpret figurative language, including similes and metaphors, in context.
A.ELA.9.39	Acquire and accurately use conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, and stammered).

Alternate Academic Achievement Standards for English Language Arts – Grade 10

The West Virginia alternate academic achievement standards for ELA are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Following the skill progressions from nineth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in tenth grade:

Reading	Writing
• Summarize the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas. • Identify how ideas or claims are developed by particular sentence(s) or paragraph(s) of an informational text.	• Write brief reports and arguments that examine a topic and include relevant facts and details. • Conduct a short research project drawing on several sources to answer a question. • Write narratives with logical sequences of events.
Speaking/Listening	**Language**
• Report on a topic or present an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate.	• Write a variety of sentence types with correct capitalization, punctuation, and spelling. • Determine or clarify the meaning of unfamiliar words using a variety of strategies.

<u>Grades 9-10 Specifications</u>

In grades 9-10, students should have numerous opportunities to engage with complex texts appropriate for addressing the expectations of the alternate academic achievement standards for tenth grade. By the end of the programmatic level (grade 10) and over the course of the entire instructional day, the distribution of text types should shift to 30% literary and 70% informational, and writing types should shift to 40% argumentative, 40% informative, and 20% narrative.

<u>Numbering of Standards</u>

The following ELA standards are numbered continuously. The ranges in the chart below relate to the clusters found within the ELA domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Phonological Awareness	Foundation IV

Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-15
Range of Reading and Text Complexity	Standards 16-17
Writing	
Text Types and Purposes	Standards 18-20
Production and Distribution of Writing	Standards 21-23
Research to Build and Present Knowledge	Standards 24-26
Range of Writing	Standard 27
Speaking & Listening	
Comprehension and Collaboration	Standards 28-30
Presentation of Knowledge and Ideas	Standards 31-33
Language	
Conventions of Standard English	Standards 34-35
Knowledge of Language	Standard 36
Vocabulary Acquisition and Use	Standards 37-39

Early Learning Foundations

Cluster	Fluency
A.ELA.10.I	Continue to work on Grade K-8 skills as necessary.

Cluster	Phonics and Word Recognition
A.ELA.10.II	Continue to work on Grade K-8 skills as necessary.

Cluster	Handwriting
A.ELA.10.III	Continue to work on Grade K-5 skills as necessary.

Cluster	Phonological Awareness
A.ELA.10.IV	Continue to work on Grade K-5 skills as necessary.

Cluster	Print Concepts
A.ELA.10.V	Continue to work on Grade K-5 skills as necessary.

Reading

Cluster	Key Ideas and Details
A.ELA.10.1	Ask and/or answer questions about key ideas; such as who, what, when, and where, to demonstrate understanding of key details in literary text, refer to the text as the basis for the answers.
A.ELA.10.2	Summarize literary texts using key details from the text; determine the central idea(s) of the story.
A.ELA.10.3	Describe characters in a literary story (e.g., their traits, motivations, or feelings) drawing on specific details in the literary text (e.g., a character's thoughts, words, or actions).

A.ELA.10.4	Ask and answer questions about key ideas; such as who, what, when to demonstrate understanding of key details in information texts, refers to the text as the basis for the answers.
A.ELA.10.5	Demonstrate an understanding of the central idea of an informational text; summarize the key details.
A.ELA.10.6	Describe individuals, events, or pieces of information in an informational text drawing on specific details in informational text (e.g., sequence of events, individual's words or actions).

Cluster	**Craft and Structure**
A.ELA.10.7	Determine the meaning of words or phrases in literary text and their impact on meaning and tone.
A.ELA.10.8	Identify how structure of a literary text creates mystery, tension, or surprise.
A.ELA.10.9	Identify the points of view of individual characters.
A.ELA.10.10	Identify words or phrases in informational text that suggest meaning and tone.
A.ELA.10.11	Identify how ideas or claims are developed by particular sentence(s) or paragraph(s) of an informational text.
A.ELA.10.12	Identify the main purpose of informational text, including what the author wants to answer, explain, or describe.

Cluster	**Integration of Knowledge and Ideas**
A.ELA.10.13	Identify similarities and differences between a literary text and visual elements or multimedia presentations of the literary text to demonstrate understanding of its characters, setting, or plot.
A.ELA.10.14	Use information gained from illustrations (e.g., maps or photographs) and/or the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
A.ELA.10.15	Describe how evidence supports specific claims the author makes in an informational text.

Cluster	**Range of Reading and Text Complexity**
A.ELA.10.16	Read and demonstrate understanding of literature, including stories, dramas, and poetry, while engaged in individual or group readings of appropriately challenging literary texts.
A.ELA.10.17	Read and demonstrate understanding of appropriately challenging informational texts, including social studies, science, and technical texts, while engaged in individual or group readings.

Writing

Cluster	**Text Types and Purposes**
A.ELA.10.18	Use drawing, dictating, and/or writing to compose opinion pieces by introducing the topic or name of the text being discussed, stating an opinion, and supply a reason for the opinion; provide a sense of closure.
A.ELA.10.19	Use drawing, dictating, and/or writing to compose informative/explanatory texts by introducing a topic and using facts and definitions to develop points; provide a sense of closure.

A.ELA.10.20	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; provide a sense of closure.

Cluster	**Production and Distribution of Writing**
A.ELA.10.21	Produce writing in which the development and organization are appropriate to task and purpose.
A.ELA.10.22	Strengthen writing by planning, revising, editing, rewriting, or typing a new approach.
A.ELA.10.23	Use a variety of digital tools to produce and publish writing, including collaboration with peers.

Cluster	**Research to Build and Present Knowledge**
A.ELA.10.24	Conduct a short research project drawing on several sources to answer a question.
A.ELA.10.25	Recall information from experiences or gather information from print and digital sources; sort evidence into provided categories.
A.ELA.10.26	Draw evidence from literary or informational texts to support writing. • Apply grade 10 reading standards to literature (e.g., "summarize literary texts using key details from the text; determine the central idea(s) of the story"). • Apply grade 10 reading standards to informational texts (e.g., "describe how evidence supports specific claims the author makes in an informational text.").

Cluster	**Range of Writing**
A.ELA.10.27	Write routinely for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

Cluster	**Comprehension and Collaboration**
A.ELA.10.28	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on a variety of grade 10 topics and issues and appropriately challenging texts. • Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion). • Respond appropriately to the comments of others through two or more exchanges. • Ask questions to clear up any confusion about the topics and texts under discussion.
A.ELA.10.29	Given information presented in diverse media or format, determine the main ideas and supporting details.
A.ELA.10.30	After listening to a speaker, ask questions to demonstrate level of comprehension, gather additional information, or deepen understanding of a topic or issue.

Cluster	**Presentation of Knowledge and Ideas**
A.ELA.10.31	Speaking audibly, report on a topic or text and/or tell a story or recount an experience with appropriate facts and relevant, descriptive details.
A.ELA.10.32	Include multimedia components (e.g., graphics, images, and/or sound) and visual displays in presentations to enhance ideas, thoughts, and feelings.

A.ELA.10.33	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Cluster	Conventions of Standard English
A.ELA.10.34	Demonstrate understanding of the conventions of Standard English grammar and usage when writing or speaking. • Use nouns, pronouns, verbs, adjectives, and adverbs. • Form and use regular and irregular plural nouns. • Form and use regular and irregular verbs. • Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. • Ensure subject-verb agreement. • Use coordinating and subordinating conjunctions to produce simple and compound and/or complex sentences.
A.ELA.10.35	Demonstrate understanding of conventions of Standard English capitalization, spelling, and punctuation when writing. • Use commas properly with coordinating or subordinating conjunction when creating compound or complex sentences. • Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

Cluster	Knowledge of Language
A.ELA.10.36	Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Differentiate between context that calls for formal English (e.g., presenting ideas) and situations where informational discourse is appropriate (e.g., small-group discussion).

Cluster	Vocabulary Acquisition and Use
A.ELA.10.37	Determine or clarify the meaning of unknown words choosing from a range of strategies: • Use context to determine the meaning of unknown words. • Identify and use root words and the words that result when affixes are added or removed. • Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
A.ELA.10.38	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Demonstrate understanding of the use of multiple meaning words. • Interpret figurative language, including similes and metaphors, in context.
A.ELA.10.39	Acquire and accurately use conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, and stammered).

Alternate Academic Achievement Standards for English Language Arts – Grade 11

The West Virginia alternate academic achievement standards for ELA are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Following the skill progressions from tenth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in eleventh grade:

Reading	Writing
• Summarize the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas. • Identify how ideas or claims are developed by particular sentence(s) or paragraph(s) of an informational text.	• Write brief reports and arguments that examine a topic and include relevant facts and details. • Conduct a short research project drawing on several source to answer a question. • Write narratives with logical sequences of events.
Speaking/Listening	**Language**
• Report on a topic or present an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate.	• Write a variety of sentence types with correct capitalization, punctuation, and spelling. • Determine or clarify the meaning of unfamiliar words using a variety of strategies.

<u>Grades 11-12 Specifications</u>

In grades 11-12, students should have numerous opportunities to engage with complex texts appropriate for addressing the expectations of the alternate academic achievement standards for eleven grade. By the end of the programmatic level (grade 12) and over the course of the entire instructional day, the distribution of text types should shift to 30% literary and 70% informational, and writing types should shift to 40% argumentative, 40% informative, and 20% narrative.

<u>Numbering of Standards</u>

The following ELA standards are numbered continuously. The ranges in the chart below relate to the clusters found within the ELA domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Phonological Awareness	Foundation IV

Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-15
Range of Reading and Text Complexity	Standards 16-17
Writing	
Text Types and Purposes	Standards 18-20
Production and Distribution of Writing	Standards 21-23
Research to Build and Present Knowledge	Standards 24-26
Range of Writing	Standard 27
Speaking & Listening	
Comprehension and Collaboration	Standards 28-30
Presentation of Knowledge and Ideas	Standards 31-33
Language	
Conventions of Standard English	Standards 34-35
Knowledge of Language	Standard 36
Vocabulary Acquisition and Use	Standards 37-39

Early Learning Foundations

Cluster	Fluency
A.ELA.11.I	Continue to work on Grade K-8 skills as necessary.

Cluster	Phonics and Word Recognition
A.ELA.11.II	Continue to work on Grade K-8 skills as necessary.

Cluster	Handwriting
A.ELA.11.III	Continue to work on Grade K-5 skills as necessary.

Cluster	Phonological Awareness
A.ELA.11.IV	Continue to work on Grade K-5 skills as necessary.

Cluster	Print Concepts
A.ELA.11.V	Continue to work on Grade K-5 skills as necessary.

Reading

Cluster	Key Ideas and Details
A.ELA.11.1	Ask and/or answer questions about key ideas; such as who, what, when, and where, to demonstrate understanding of key details in literary text; refer to the next as the basis for the answer.
A.ELA.11.2	Summarize literary texts using key details from the text; determine the central idea(s) of the story.
A.ELA.11.3	Describe how characters in a story respond to major events and challenges in literary text.

A.ELA.11.4	Ask and answer questions about key ideas; such as who, what, when, where to demonstrate understanding of key details in informational texts referring to the text as the basis for the answers.
A.ELA.11.5	Demonstrate an understanding of the central idea of an informational text; summarize the key details.
A.ELA.11.6	Describe the interactions between two individuals, events, ideas, or pieces of information in an informational text.

Cluster	**Craft and Structure**
A.ELA.11.7	Determine the meaning of the words or phrases in literary text and their impact on meaning and tone.
A.ELA.11.8	Identify how specific parts of a literary text contribute to its overall structure.
A.ELA.11.9	Identify the points of view of individual characters.
A.ELA.11.10	Determine the meaning of words and phrases as they are used in an informational text.
A.ELA.11.11	Identify how ideas or claims are developed by particular sentence(s) or paragraph(s) of an informational text.
A.ELA.11.12	Identify the main purpose of informational text, including what the author wants to answer, explain, or describe.

Cluster	**Integration of Knowledge and Ideas**
A.ELA.11.13	Identify similarities and differences between a literary text and visual elements or multimedia presentations of the literary text to demonstrate understanding of its characters, setting, or plot.
A.ELA.11.14	Use information gained from illustrations (e.g., maps or photographs) and/or the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, ad how key events occur).
A.ELA.11.15	Describe how evidence supports specific claims the author makes in an informational text.

Cluster	**Range of Reading and Text Complexity**
A.ELA.11.16	Read and demonstrate understanding of literature, including stories, dramas, and poetry, while engaged in individual or group readings of appropriately challenging literary texts.
A.ELA.11.17	Read and demonstrate understanding for appropriately challenging informational texts, including social studies, science, and technical texts, while engaged in individual or group readings.

Writing

Cluster	**Text Types and Purposes**
A.ELA.11.18	Use drawing, dictating, and/or writing to compose opinion pieces by introducing the topic or name of the text being discussed, stating an opinion, and supplying a reason for the opinion; provide a sense of closure.
A.ELA.11.19	Use drawing, dictating, and/or writing to compose informative/explanatory texts by introducing a topic, using facts and definition to develop points, and providing a sense of closure.

A.ELA.11.20	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 and providing a sense of closure.

Cluster	**Production and Distribution of Writing**
A.ELA.11.21	Produce writing in which the development and organization are appropriate to task and purpose.
A.ELA.11.22	Strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
A.ELA.11.23	Use a variety of digital tools to produce and publish writing, including collaboration with peers.

Cluster	**Research to Build and Present Knowledge**
A.ELA.11.24	Conduct a short research project drawing on several sources to answer a question.
A.ELA.11.25	Recall information from experiences or gather information from print and digital sources; sort evidence into provided categories.
A.ELA.11.26	Draw evidence from literary or informational texts to support writing. • Apply grade 11 reading standards to literature (e.g., "describe how characters in a story respond to major events and challenges in literary text"). • Apply grade 11 reading standards to nonfiction and other informational texts (e.g., "identify how ideas or claims are developed by particular sentence(s) or paragraph(s) of an informational text).

Cluster	**Range of Writing**
A.ELA.11.27	Write routinely for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

Cluster	**Comprehension and Collaboration**
A.ELA.11.28	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on a variety of grade 11 topics and issues and appropriately challenging texts. • Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion). • Respond appropriately to the comments of others through two or more exchanges. • Ask questions to clear up any confusion about the topics and texts under discussion.
A.ELA.11.29	Given information presented in diverse media or format, determine the main idea and supporting details.
A.ELA.11.30	After listening to a speaker, ask questions to demonstrate level of comprehension, gather additional information, or deepen understanding of a topic or issue.

Cluster	**Presentation of Knowledge and Ideas**
A.ELA.11.31	Speaking audibly, report on a topic or text, and/or tell a story or recount an experience with appropriate facts and relevant, descriptive details.
A.ELA.11.32	Include multimedia components (e.g., graphics, images, music, and/or sound) and visual displays in presentations to enhance ideas, thoughts, and feelings.

A.ELA.11.33	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Cluster	Conventions of Standard English
A.ELA.11.34	Demonstrate understanding of the conventions of Standard English grammar and usage when writing or speaking. • Use nouns, pronouns, verbs, adjectives, and adverbs. • Form and use regular and irregular plural nouns. • Form and use regular and irregular verbs. • Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. • Ensure subject-verb agreement. • Use coordinating and subordinating conjunctions to produce simple and compound and/or complex sentences.
A.ELA.11.35	Demonstrate understanding of conventions of Standard English capitalization, spelling, and punctuation when writing. • Use commas properly with a coordinating or subordinating conjunction when creating compound or complex sentences. • Spell more single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

Cluster	Knowledge of Language
A.ELA.11.36	Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Differentiate between contexts that call for formal English (e.g., presenting ideas) and situation where informational discourse is appropriate (e.g., small-group discussion).

Cluster	Vocabulary Acquisition and Use
A.ELA.11.37	Determine or clarify the meaning of unknown words choosing from a range of strategies. • Use context to determine the meaning of unknown words. • Identify and use root words and the words that result when affixes are added or removed. • Consult reference materials (dictionaries, online vocabulary supports to clarify the meaning of unfamiliar words encountered when reading.
A.ELA.11.38	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Demonstrate understanding of the use of multiple meaning words. • Interpret figurative language, including similes and metaphors, in context.
A.ELA.11.39	Acquiring and accurately use conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or state of being (e.g., quizzed, whined, and stammered).

Alternate Academic Achievement Standards for English Language Arts – Grade 12

The West Virginia alternate academic achievement standards for ELA are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Following the skill progressions from eleventh grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in twelfth grade:

Reading	Writing
• Summarize the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas. • Identify how ideas or claims are developed by particular sentence(s) or paragraph(s) of an informational text.	• Write brief reports and arguments that examine a topic and include relevant facts and details. • Conduct a short research project drawing on several sources to answer a question. • Write narratives with logical sequences of events.
Speaking/Listening	**Language**
• Report on a topic or present on opinion with his or her own words, a logical sequences of ideas, sufficient facts and details, and formal English when appropriate.	• Write a variety of sentence types with correct capitalization, punctuation, and spelling. • Determine or clarify the meaning of unfamiliar words using a variety of strategies.

<u>Grades 11-12 Specifications</u>

In grades 11-12, students should have numerous opportunities to engage with complex texts appropriate for addressing the expectations of the alternate academic achievement standards for twelfth grade. By the end of the programmatic level (grade 12) and over the course of the entire instructional day, the distribution of text types should shift to 30% literary and 70% informational, and writing types should shift to 40% argumentative, 40% informative, and 20% narrative.

<u>Numbering of Standards</u>

The following ELA standards are numbered continuously. The ranges in the chart below relate to the clusters found within the ELA domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Phonological Awareness	Foundation IV

Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-15
Range of Reading and Text Complexity	Standards 16-17
Writing	
Text Types and Purposes	Standards 18-20
Production and Distribution of Writing	Standards 21-23
Research to Build and Present Knowledge	Standards 24-26
Range of Writing	Standard 27
Speaking & Listening	
Comprehension and Collaboration	Standards 28-30
Presentation of Knowledge and Ideas	Standards 31-33
Language	
Conventions of Standard English	Standards 34-35
Knowledge of Language	Standard 36
Vocabulary Acquisition and Use	Standards 37-39

Early Learning Foundations

Cluster	Fluency
A.ELA.12.I	Continue to work on Grade K-8 skills as necessary.

Cluster	Phonics and Word Recognition
A.ELA.12.II	Continue to work on Grade K-8 skills as necessary.

Cluster	Handwriting
A.ELA.12.III	Continue to work on Grade K-5 skills as necessary.

Cluster	Phonological Awareness
A.ELA.12.IV	Continue to work on Grade K-5 skills as necessary.

Cluster	Print Concepts
A.ELA.12.V	Continue to work on Grade K-5 skills as necessary.

Reading

Cluster	Key Ideas and Details
A.ELA.12.1	Ask and/or answer questions about key ideas; such as who, what, when, and where, to demonstrate understanding of key details in literary text; refer to the text as the basis for the answers.
A.ELA.12.2	Summarize literary texts using key details from the text; determine the central idea(s).
A.ELA.12.3	Describe how characters in a story respond to major events and challenges in literary text.

A.ELA.12.4	Ask and answer questions about key ideas; such as who, what, when, where to demonstrate understanding of key details in informational texts referring to the text as the basis for the answers.
A.ELA.12.5	Demonstrate an understanding of the central idea of an informational text; summarize the key details.
A.ELA.12.6	Describe the interactions between two individuals, events, ideas, or pieces of informational in an informational text.

Cluster	**Craft and Structure**
A.ELA.12.7	Determine the meaning of words or phrases in literary texts and their impact on meaning and tone.
A.ELA.12.8	Identify how specific parts of a literary text contribute to its overall structure.
A.ELA.12.9	Identify the points of view of individual characters.
A.ELA.12.10	Determine the meaning of words and phrases as they are used in an informational text.
A.ELA.12.11	Identify how ideas or claims are developed by particular sentence(s) or paragraph(s) of an informational text.
A.ELA.12.12	Identify the main purpose of informational texts, including what the author wants to answer, explain or describe.

Cluster	**Integration of Knowledge and Ideas**
A.ELA.12.13	Identify similarities and differences between a literary text and visual elements or multimedia presentations of the literary text to demonstrate understanding of its characters, setting, or plot.
A.ELA.12.14	Use information gained from illustrations (e.g., maps or photographs) and/or the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
A.ELA.12.15	Describe how evidence supports specific claims the author makes in an informational text.

Cluster	**Range of Reading and Text Complexity**
A.ELA.12.16	Read and demonstrate understanding of literature, including stories, dramas, and poetry, while engaged in individual or group readings of appropriately challenging literary texts.
A.ELA.12.17	Read and demonstrate understanding of appropriately challenging informational texts, including social studies, science

Writing

Cluster	**Text Types and Purposes**
A.ELA.12.18	Use drawing, dictating, and/or writing to compose opinion pieces by introducing the topic or name of the text being discussed, stating an opinion, and supplying a reason for the opinion; provide a sense of closure.
A.ELA.12.19	Use drawing, dictating, and/or writing to compose informative/explanatory texts by introducing a topic, using facts and definitions to develop points, and providing a sense of closure.

A.ELA.12.20	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 and providing a sense of closure.

Cluster	**Production and Distribution of Writing**
A.ELA.12.21	Produce writing in which the development and organization are appropriate to task and purpose.
A.ELA.12.22	Strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
A.ELA.12.23	Use a variety of digital tools to produce and publish writing, including collaboration with peers.

Cluster	**Research to Build and Present Knowledge**
A.ELA.12.24	Conduct a short research project drawing on several sources to answer a question.
A.ELA.12.25	Recall information from experiences or gather information from print and digital sources; sort evidence into provide categories.
A.ELA.12.26	Draw evidence from literary or informational text to support writing. • Apply grade 12 reading standards to literature

Cluster	**Range of Writing**
A.ELA.12.27	Write routinely for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

Cluster	**Comprehension and Collaboration**
A.ELA.12.28	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on a variety of grade 12 topics and issues and appropriately challenging texts. • Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion). • Respond appropriately to the comments of others through two or more exchange.
A.ELA.12.29	Given information presented in diverse media or format, determine the main ideas and supporting details.
A.ELA.12.30	After listening to a speaker, ask questions to demonstrate level of comprehension, gather additional information, or deepen understanding of a topic or issue.

Cluster	**Presentation of Knowledge and Ideas**
A.ELA.12.31	Speak audibly, report on a topic or text, and/or tell a story or recount an experience with appropriate facts and relevant, descriptive details.
A.ELA.12.32	Include multimedia components (e.g., graphics, images, music, and/or sound) and visual displays in presentations to enhance ideas, thoughts, and feelings.
A.ELA.12.33	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Cluster	**Conventions of Standard English**

A.ELA.12.34	Demonstrate understanding of the conventions of Standard English grammar and usage when writing or speaking. • Use nouns, pronouns, verbs, adjectives, and adverbs. • Form and use regular and irregular plural nouns. • Form and use regular and irregular verbs. • Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. • Ensure subject-verb agreement. • Use coordinating and subordinating conjunctions to produce simple, and compound and/or complex sentences.
A.ELA.12.35	Demonstrate understanding of conventions of Standard English capitalization, spelling, and punctuation when writing. • Use commas properly with a coordinating or subordinating conjunction when creating compound or complex sentences. • Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

Cluster	**Knowledge of Language**
A.ELA.12.36	Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Choose words or phrases to convey ideas precisely. • Choose punctuation for effect. • Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Cluster	**Vocabulary Acquisition and Use**
A.ELA.12.37	Determine or clarify the meaning of unknown words choosing from a range of strategies. • Use context to determine the meaning of unknown words. • Identify and use root words and the words that result when affixes are added or removed. • Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
A.ELA.12.38	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Demonstrate understanding of the use of multiple meaning words. • Interpret figurative language, including similes and metaphors, in context.
A.ELA.12.39	Acquire and accurately use conversational, general academic, and domain-specific words and phrases including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, and stammered).

West Virginia Alternate Academic Achievement Standards for Mathematics

Introduction

The alternate academic achievement standards describe what students with the most significant cognitive disabilities should know and be able to do in mathematics derived from the general education content standards approved by the WVBE for all students, at the same grade levels. The alternate content standards provide the targets for instruction and student learning essential for success in the environments in and out of school that students with severe disabilities are likely to encounter. The West Virginia Alternate Academic Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modification. In addition to the accommodations and modifications listed on the student's IEP, teacher select scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

While the standards are reduced in scope and complexity, they are aligned with the WVCCRS to afford students the opportunity to participate in a richer learning experience and are designed to raise expectations for students' academic achievement. Higher expectations require that students with significant cognitive disabilities must have access to general education, be provided with specialized instruction, and participate in national, state, and local assessment programs. The alternate achievement standards should be no less challenging for students with the most significant cognitive disabilities than the standards set for all other students.

This articulation reflects both horizontal and vertical alignment across the grades, with the goal of moving students toward more sophisticated understanding in all domains.

Explanation of Terms

Clusters are groups of standards that define the expectations students must demonstrate to succeed in the environments in and out of schools that students with severe disabilities are likely to encounter.

Domains are the broad components that make up a content area.

Standards are the expectations for what students should know, understand, and be able to do; standards represent educational goals.

Numbering of Standards

The numbering for each standard is composed of four parts, each part separated by a period.

- the letter A to signify Alternate Academic Achievement Standards,
- the content area code (e.g., M for mathematics),
- the grade level, and
- the standard.

Illustration: A.M.3.1 refers to mathematics, grade 3, standard 1 and A.M.1HS.2 refers to mathematics, High school Mathematics I, standard 2.

Alternate Academic Achievement Standards for Mathematics – Kindergarten

The West Virginia Alternate Academic Achievement Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, mathematical habits of mind, learning skills, and technology tools. The following chart represents the concepts that will be developed in mathematics in kindergarten:

Counting and Cardinality	**Operations and Algebraic Thinking**
• Count objects to tell how many there are by ones and by tens. • Compare two groups of objects to tell which group, if either, has more; compare two written numbers to tell which is greater. • Group pennies.	• Understand addition as putting together and adding to. • Understand subtraction as taking apart and taking from. • Add and subtract very small numbers quickly and accurately (e.g., 3 + 1).
Measurement and Data	**Geometry**
• Describe and compare objects as longer, shorter, larger, smaller, etc. • Classify objects and count the number of objects in each category.	• Recognize shapes • Name shapes correctly regardless of orientation or size.

<u>Numbering of Standards</u>

The following Alternate Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Counting and Cardinality	
Know number names and the count sequence.	Standards 1-3
Count to tell the number of objects.	Standards 4-5
Compare numbers.	Standards 6-7
Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Standard 8-11
Measurement and Data	
Describe and compare measurable attributes.	Standards 12-13
Classify objects and count the number of objects in each category	Standard 14
Geometry	

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	Standards 15-17
Analyze, compose, and compare shapes	Standard 18

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.
A.M.K.2	Using five 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).

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.
A.M.K.5	Count and tag/label up to five 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.
A.M.K.7	Compare two numbers between 1 and 5 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.
A.M.K.9	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.
A.M.K.11	Add and subtract within 5 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).
A.M.K.13	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).

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.
A.M.K.16	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).

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.

Alternate Academic Achievement Standards for Mathematics – Grade 1

The West Virginia Alternate Academic Achievement Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, mathematical habits of mind, learning skills, and technology tools. The following chart represents the concepts that will be developed in mathematics in first grade:

Operations and Algebraic Thinking	Number and Operations in Base Ten
• Solve addition and subtraction word problems in situations of adding to, taking from, putting together, taking apart, and comparing (e.g., a taking from situation would be: "Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat?"). • Add fluently with a sum of 5 or less, and accurately subtract from a number 5 or less (e.g., 2 + 5, 7 – 5). • Understanding the relationship between addition and subtraction.	• Understand what the digits mean in two-digit numbers (place value). • Use understanding of place value and properties of operations to add and subtract. • Organize data.
Measurement and Data	**Geometry**
• Measure lengths of objects by using a shorter object as a unit of length. • Tell and write time.	• Make composite shapes by joining shapes together, and dividing circles and rectangles into halves.

<u>Numbering of Standards</u>

The following Alternate Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	Standards 1-2
Understand and apply properties of operations and the relationship between addition and subtraction.	Standards 3-4
Add and subtract within 20.	Standards 5-6
Work with addition and subtraction equations.	Standard 7
Number and Operations in Base Ten	
Extend the counting sequence.	Standard 8
Understand place value.	Standards 9-10

Use place value understanding and properties of operations to add and subtract.	Standards 11-12
Measurement and Data	
Measure lengths indirectly and by iterating length units.	Standards 13-14
Tell and write time.	Standard 15
Represent and interpret data.	Standard 16
Geometry	
Reason with shapes and their attributes.	Standards 17-19

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.
A.M.1.2	Solve word problems involving situations of adding to, taking from, putting together, taking apart and/or comparing.

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).
A.M.1.4	Using manipulatives, from a given number of objects, determine the number of objects needed to make five 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.
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.

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).

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).

Cluster	**Understand place value.**

A.M.1.9	Create sets of ten.
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.

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.
A.M.1.12	Using manipulatives to add and/or subtract within ten.

Measurement and Data

Cluster	**Measure lengths indirectly and by iterating length units.**
A.M.1.13	Order three objects by length.
A.M.1.14	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.

Cluster	**Represent and interpret data.**
A.M.1.16	Organize data into categories by sorting.

Geometry

Cluster	**Reason with shapes and their attributes.**
A.M.1.17	Sort shapes based on attributes.
A.M.1.18	Put together shapes to make a different shape.
A.M.1.19	Decompose a shape (circle and square) into 2 equal parts.

Alternate Academic Achievement Standards for Mathematics – Grade 2

The West Virginia Alternate Academic Achievement Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, mathematical habits of mind, learning skills, and technology tools. The following chart represents the concepts that will be developed in mathematics in second grade:

Operations and Algebraic Thinking	Numbers and Operations in Base Ten
• Solve addition and subtraction word problems within ten. • Fluently add with a sum of 10 or less and know all sums of one-digit numbers from memory by the end of the year. • Work with equal groups of objects to gain foundations for multiplication. • Understand the concept of even and odd numbers as having equal and unequal sets.	• Count orally within 20 using objects to represent tens and ones. • Skip count numbers by 5s and 10s up to 30. • Write numbers up to 30. • Use objects and numbers to add and subtract within 20.
Measurement and Data	**Geometry**
• Measure objects with non-standard units of measurement. • Choose appropriate measurement tools. • Work with time and money • Organize data with graphs.	• Build, draw, and analyze 2-D and 3-D shapes to develop foundations for area, volume, and geometry in later grades. • Divide shapes into equal shares to build the foundations for fractions in later grades.

<u>Numbering of Standards</u>

The following Alternate Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	Standard 1
Add and subtract within 20.	Standard 2
Work with equal groups of objects to gain foundations for multiplication.	Standards 3-4
Number and Operations in Base Ten	
Understand place value.	Standard 5-8
Use place value understanding and properties of operations to add and subtract.	Standards 9-13
Measurement and Data	
Measure and estimate length in standard units.	Standards 14-17

Relate addition and subtraction to length.	Standards 18-19
Work with time and money.	Standards 20-21
Represent and interpret data.	Standards 22-23
Geometry	
Reason with shapes and their attributes.	Standards 24-26

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.

Cluster	**Add and subtract within 20.**
A.M.2.2	Using manipulatives to add and/or subtract within ten.

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.
A.M.2.4	Use manipulatives to arrange up to ten 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.
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.
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).
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.

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.
A.M.2.10	Use objects and numbers (0-20) 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).
A.M.2.12	Demonstrate skip counting by tens up to 50.
A.M.2.13	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.
A.M.2.15	Measure the length of an object using multiple non-standard units.

A.M.2.16	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 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 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.

Cluster	**Work with time and money.**
A.M.2.20	Identify the hour numbers on a digital clock that match a routine activity.
A.M.2.21	Recognize coins (penny, nickel, dime, and quarter) 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).
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).

Geometry

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

Alternate Academic Achievement Standards for Mathematics – Grade 3

The West Virginia Alternate Academic Achievement Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, mathematical habits of mind, learning skills, and technology tools. The following chart represents the concepts that will be developed in mathematics in third grade:

Operations and Algebraic Thinking	Number and Operations in Base Ten
• Use arrays to solve simple multiplication problems. • Use objects to make equal groups. • Understand that multiplication is repeated addition. • Understand the communitive property as it relates to addition and multiplication (e.g. 4+5 is the same as 5 + 4 and 2 x 3 is the same as 3 x 2) • Solve real world problems involving addition, subtraction and simple multiplication.	• Count to 50 by tens. • Add and subtract within 30 using place value strategies.
Number and Operations- Fractions	**Measurement and Data**
• Recognize that a whole is greater than a half. • Recognize that ½ is two equal parts of a whole.	• Use an analog and/or digital clock tell time to the ½ hour. • Measure liquids and mass. • Interpret data on a graph. • Determine the shape of an irregular polygon based on the number of angles in the shape.
Geometry	
• Reason about shapes • Understand the connection between equal parts of a shape being a unit of the whole.	

<u>Numbering of Standards</u>

The following Alternate Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Operations and Algebraic Thinking	
Represent and solve problems involving multiplication and division.	Standards 1-4
Understand properties of multiplication and the relationship between multiplication and division.	Standards 5
Multiply and divide within 100.	Standard 6
Solve problems involving the four operations,	Standards 7-8

and identify and explain patterns in arithmetic.	
Number and Operations in Base Ten	
Use place value and properties of operations to perform multi-digit arithmetic.	Standards 9-11
Number and Operations- Fractions	
Develop an understanding as fractions as numbers.	Standards 12-13
Measurement and Data	
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	Standards 14-15
Represent and interpret data.	Standards 16-17
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	Standards 18-20
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	Standard 21
Geometry	
Reason with shapes and their attributes.	Standards 22-23

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.
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).
A.M.3.3	Use an array to solve multiplication problems within 20.
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.

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).

Cluster	**Multiply and divide within 100.**
A.M.3.6	Demonstrate an understanding of the multiplication table and its use.

Cluster	**Solve problems involving the four operations, and identify and explain patterns in arithmetic.**
A.M.3.7	Solve one-step, real-world problems using addition or subtraction within thirty.
A.M.3.8	Demonstrate an understanding of skip-counting by twos, fives, and 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.)
A.M.3.10	Add and subtract within 30 using strategies based on place value.
A.M.3.11	Group objects together to form a ten. Count by tens up to 50 using models.

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.
A.M.3.13	Demonstrate that one whole is bigger than one-half.

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.
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.

Cluster	**Represent and interpret data.**
A.M.3.16	Use picture or bar graph data to interpret the data.
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.

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.
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.
A.M.3.20	Using graph paper, color an array of up to five rows and five columns and count the number of units.

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.

Geometry

Cluster	Reason with shapes and their attributes.
A.M.3.22	Describe attributes of two-dimensional shapes.
A.M.3.23	Recognize that shapes can be partitioned into equal areas.

Alternate Academic Achievement Standards for Mathematics – Grade 4

The West Virginia Alternate Academic Achievement Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, mathematical habits of mind, learning skills, and technology tools. The following chart represents the concepts that will be developed in mathematics in fourth grade:

Operations and Algebraic Thinking	Number and Operations in Base Ten
• Use whole-number arithmetic to solve word problems. • Add and subtract whole numbers. • Multiply and divide numbers in simple cases. • Generate and analyze patterns.	• Generalize place value understanding for multi-digit whole numbers. • Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and Operations- Fractions	**Measurement and Data**
• Use equivalent fractions to understand and order fractions. • Identify the differences between whole numbers and fractions. • Make real world connections with fractions.	• Represent and interpret data. • Geometric measurement: understand concepts of angle and measure angles. • 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.
Geometry	
• Draw and identify lines and angles, and classify shapes by properties of their lines and angles. • Measure angles and find unknown angles in a diagram.	

<u>Numbering of Standards</u>

The following Alternate Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Operations and Algebraic Thinking	
Use the four operations with whole numbers to solve problems.	Standards 1-3
Gain familiarity with factors and multiples.	Standard 4
Generate and analyze patterns.	Standard 5
Number and Operations in Base Ten	
Generalize place value understanding for multi-digit whole numbers.	Standards 6-8
Use place value understanding and properties of operations to perform multi-	Standards 9-10

digit arithmetic.	
Number and Operations- Fractions	
Extend understanding of fraction equivalence and ordering.	Standards 11-12
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Standards 13-14
Understand decimal notation for fractions, and compare decimal fractions.	Standards 15-17
Measurement and Data	
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	Standards 18-20
Represent and interpret data.	Standards 21
Geometric measurement: understand concepts of angle and measure and angles.	Standards 22-23
Geometry	
Draw and identify lines angles and classify shapes by properties of their lines and angles.	Standards 24-26

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.
A.M.4.2	Use manipulatives and/or a multiplication table to multiply to solve word problems involving multiplicative comparison.
A.M.4.3	Solve one-step real world problems using repeated addition or multiplication.

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.

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.

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.
A.M.4.7	Use manipulatives to identify place value of numbers matching the number to the number name.
A.M.4.8	Use a number line within 50 tp demonstrate rounding to the nearest ten.

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.
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.

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.
A.M.4.12	Use manipulatives to compare fraction parts and identify the difference between larger and smaller fractions.

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.
A.M.4.14	Identify the differences between whole numbers and fractions.

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).
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.
A.M.4.17	Compare the value of a dime to a nickel. Demonstrate understanding that the dime has more value than a nickel.

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)
A.M.4.19	Determine multiple forms of 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.
A.M.4.20	Determine the area of a square by counting units of measure.

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.

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).

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

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.
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.)
A.M.4.26	Determine symmetry of a shape by folding the shape into equal portions.

Alternate Academic Achievement Standards for Mathematics – Grade 5

The West Virginia Alternate Academic Achievement Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, mathematical habits of mind, learning skills, and technology tools. The following chart represents the concepts that will be developed in mathematics in fifth grade:

Operations and Algebraic Thinking	**Number and Operations in Base Ten**
• Write and interpret numerical expressions. • Analyze mathematical patterns and relationships.	• Understand the place value system. • Generalize the place-value system • Multiply whole numbers
Number and Operations- Fractions	**Measurement and Data**
• Identify fractions. • Understand the denominator is the equal division of parts in a whole.	• Recognize like measurement units within a given measurement system. • Make a line plot to display a data set • Geometric measurement: Understand the concept of volume
Geometry	
• Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties.	

<u>Numbering of Standards</u>

The following Alternate Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Operations and Algebraic Thinking	
Create numerical expressions.	Standard 1
Analyze patterns and relationships.	Standard 2
Number and Operations in Base Ten	
Understand the place value system.	Standard 3-6
Perform operations with multi-digit whole numbers.	Standards 7-9
Number and Operations- Fractions	
Identify fractions of halves and fourths.	Standards 10
Recognize the denominator as the equal parts of a fraction.	Standards 11
Measurement and Data	
Convert like measurement units within a given measurement system.	Standard 12
Represent and interpret data.	Standard 13

Geometric measurement: understand concepts of volume.	Standards 14-15
Geometry	
Identify points on the coordinate plane to solve real-world and mathematical problems.	Standards 16
Classify two-dimensional figures into categories based on the number of angles.	Standards 17-18

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).

Cluster	**Analyze patterns and relationships.**
A.M.5.2	Identify and extend numerical patterns.

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.
A.M.5.4	Identify the tens column in a 100's chart and color the numbers representations of 10, 20, 30, etc.
A.M.5.5	Compare whole numbers up to 100 identifying greater and less than.
A.M.5.6	Round two-digit whole numbers to the nearest 10 from 0-100.

Cluster	**Perform operations with multi-digit whole numbers.**
A.M.5.7	Multiply whole numbers up to 5 x 5.
A.M.5.8	Using manipulatives, identify the concept of division of whole numbers using equal shares.
A.M.5.9	Using manipulatives, identify the concept of division of whole numbers using equal shares.

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.

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.

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.

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.

Cluster	**Geometric measurement: understand concepts of volume.**
A.M.5.14	Sort common three-dimensional shapes such as cube, cone, sphere.
A.M.5.15	Measure volume by counting unit cubes.

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.

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.
A.M.5.18	Sort two-dimensional figures and identify the attributes they have in common.

Alternate Academic Achievement Standards for Mathematics – Grade 6

The West Virginia Alternate Academic Achievement Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, mathematical habits of mind, learning skills, and technology tools. Students in sixth grade will continue enhancing skills in a developmentally appropriate progression of standards. Following the skill progressions from fifth grade, the following chart represents the concepts that will be developed in mathematics in sixth grade:

Ratios and Proportional Reasoning	The Number System
• Understand ratios and rates, and solve problems involving proportional relationships (e.g., a pair of gloves or a pair of shoes for each person; nine baseball players on one team, etc.)	• Determine how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally. • Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero).
Expressions and Equations	**Geometry**
• Apply the properties of addition to identify equivalent expressions. (e.g., 3 + y = 5 + 3). • Recognize that "Jane has 6 apples and receives some more apples. She now has 8 apples. How many apples did she receive?" is equivalent to 6 + A = 8).	• Determine the area of a rectangle by counting unit squares. Symbolically represent this situation. (e.g., given two rows of five square units, write 2 x 5 = 10). • Using manipulatives, solve real-world and mathematical problems about volume. (e.g., compare the amount of beans/water/rice in two different containers).
Statistics and Probability	
• Given a graph of student heights, determine the tallest student).	

Numbering of Standards

The following Alternate Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Ratios and Proportional Relationships	
Understand ratio concepts and use ratio reasoning to solve problems.	Standards 1-3
The Number System	
Apply and extend previous understandings of multiplication and division to fractions.	Standard 4
Compute with multi-digit numbers and find common multiples.	Standards 5-6

Apply and extend previous understandings of numbers to integers.	Standards 7-9
Expressions and Equations	
Apply and extend previous understandings of arithmetic to algebraic expressions.	Standards 10-11
Reason about and solve one-variable equations.	Standards 12-14
Geometry	
Solve real-world and mathematical problems involving area, surface area, and volume.	Standards 15-18
Statistics and Probability	
Develop understanding of statistical variability.	Standards 19
Summarize and describe distributions.	Standards 20

Ratios and Proportional Relationships

Cluster	Understand ratio concepts and use ratio reasoning to solve problems.
A.M.6.1	Use manipulatives to demonstrate ratios, such as two-to-one correspondence (e.g., a pair of gloves or a pair of shoes for each person; nine baseball players on one team).
A.M.6.2	Identify ratios, such as two-to-one correspondence (e.g., a pair of gloves or a pair of shoes for each person; nine baseball players on one team).
A.M.6.3	Using measurement tools, determine what fractional parts make a whole (e.g., four ¼ cups make 1 cup; two ½ cups make 1 cup).

The Number System

Cluster	Apply and extend previous understandings of multiplication and division to fractions.
A.M.6.4	Use visual fraction models to compare unit fractions with denominators of 2, 3, 4, and 10. Given a story context, a whole number, and a unit fraction, the student will be able to use division (e.g., How much chocolate will each person get if 3 people share 1/2 lb. of chocolate equally?)

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

Cluster	Apply and extend previous understandings of numbers to integers
A.M.6.7	Use a number line with only integers indicated to identify a given positive or negative integer.
A.M.6.8	Recognize that negative integers are smaller than positive integers. Use integers to describe real-world situations (e.g., -$5 indicates that five dollars is owed).
A.M.6.9	Solve real-world and mathematical problems by graphing points in Quadrant I of the coordinate plane (e.g., Identify how to locate a point, give coordinates, and then graph the

	point.).

Expressions and Equations

Cluster	Apply and extend previous understandings of arithmetic to algebraic expressions.
A.M.6.10	Write, read, and evaluate expressions with and without an unknown (e.g., 3 + y; e.g., 2 + 3 + x).
A.M.6.11	Apply the properties of addition to identify equivalent expression (e.g., 3 + y = 5 + 3).

Cluster	Reason about and solve one-variable equations.
A.M.6.12	Match an equation to a real-world problem in which unknowns are used to represent numbers (e.g., Jane has 6 apples and receives some more apples. She now has 8 apples. How many apples did she receive? is equivalent to 6 + ☐ = 8).
A.M.6.13	Match an equation to a real-world problem in which a variable is used to represent an unknown number (e.g., Jane has 6 apples and receives some more apples. She now has 8 apples. How many apples did she receive? is equivalent to 6 + A = 8).
A.M.6.14	Solve an equation to a real-world problem in which unknowns which could be a symbol or a variable are used to represent numbers (e.g., John has 12 blocks and receives some more blocks. He now has 20 blocks. How many apples did she receive? is equivalent to 12 + ☐ = 20).

Geometry

Cluster	Solve real-world and mathematical problems involving area, surface area, and volume.
A.M.6.15	Determine the area of a rectangle by counting unit squares. Symbolically represent this situation. (e.g., given two rows of five square units, write 2 x 5 = 10). Using manipulatives, solve real-world and mathematical problems about area using unit squares.
A.M.6.16	Use manipulatives to solve real-world and mathematical problems about volume (e.g., compare the amount of beans/water/rice in two different containers).
A.M.6.17	Given a rectangle, triangle, or square drawn in quadrant one, identify the length of a horizontal or vertical side by counting boxes.
A.M.6.18	Given nets of a cube and rectangular prism, create and identify the solid, count squares to count the surface area.

Statistics and Probability

Cluster	Develop understanding of statistical variability.
A.M.6.19	Interpret data from a graph or table that shows variability in the data (e.g., given a graph of student heights, determine the tallest student).

Cluster	Summarize and describe distributions.
A.M.6.20	Display data on a graph and/or table that shows variability in the data (e.g., create a table and/or graph of daily high temperature for a week).
A.M.6.21	Given data displayed in a graph or table, determine the mean of the data. Instructional Note: Limit to 3 to 5 items.

Alternate Academic Achievement Standards for Mathematics – Grade 7

The West Virginia Alternate Academic Achievement Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, mathematical habits of mind, learning skills, and technology tools. Students in seventh grade will continue enhancing skills in a developmentally appropriate progression of standards. Following the skill progressions from sixth grade, the following chart represents the concepts that will be developed in mathematics in seventh grade:

<table>
<tr><th>Ratios and Proportional Reasoning</th><th>The Number System</th></tr>
<tr><td>• Given that one bag of pretzels cost two quarters or $.50, determine the cost of three bags of pretzels).</td><td>• Given a sequence such as 2, 5, 8, 11, …., determine the next number and/or describe the pattern).
• Represent symbolically and solve real-world problems involving either addition, subtraction, multiplication, or division problems of whole numbers, decimals, and fractions with like denominators (halves, thirds, fourths, and tenths) using concrete objects and/or a calculator.</td></tr>
<tr><th>Expressions and Equations</th><th>Geometry</th></tr>
<tr><td>• Represent and solve one-step real-life and mathematical problems that involve combining positive and negative integers (e.g., $20 + -$5 = $15 represents that if Jane had $20 and spent $5, she now has $15).</td><td rowspan="3">• Match two similar geometric shapes in the same orientation.
• Write and simplify expressions to find the perimeter of rectangles (e.g., given a rectangle with dimensions identified, find the perimeter by writing and simplifying 3 + 5 + 3 + 5 = 16 inches).
• Use the area formula to determine the area of a rectangle and solve real-world and mathematical problems using concrete items or calculator.</td></tr>
<tr><th>Statistics and Probability</th></tr>
<tr><td>• Given a weather forecast, determine if it is likely to rain.
• Compare two sets of data within a single data display such as a picture graph, line plot, or bar graph. (Identify more, less, equal, minimum and maximum).
• Gather, organize, and display data on a graph, table, or chart and make predictions from the data.</td></tr>
</table>

<u>Numbering of Standards</u>

The following Alternate Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Ratios and Proportional Relationships	
Analyze proportional relationships and use them to solve real-world and mathematical problems.	Standards 1-3
The Number System	
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Standards 4-6
Expressions and Equations	
Use properties of operations to generate equivalent expressions.	Standards 7-8
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Standards 9-10
Geometry	
Draw, construct and describe geometrical figures and describe the relationships between them.	Standards 11-13
Solve real-life and mathematical problems involving area and volume.	Standards 14-15
Statistics and Probability	
Use random sampling to draw inferences about a population.	Standards 16-17
Draw informal comparative inferences about two populations.	Standards 18-20
Investigate chance processes and develop, use, and evaluate probability models.	Standards 21-24

Ratios and Proportional Relationships

Cluster	**Analyze proportional relationships and use them to solve real-world and mathematical problems.**
A.M.7.1	Use a ratio to model a relationship.
A.M.7.2	Using manipulatives or real-world object, decide whether two quantities are in a proportional relationship (e.g., two red blocks and one yellow block is proportional to 4 red blocks and two yellow blocks).
A.M.7.3	Use proportional relationships to solve real-world problems (e.g., given one bag of pretzels cost two quarters or $.50, determine the cost of three bags of pretzels).

The Number System

Cluster	**Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**
A.M.7.4	Apply an understanding of rational numbers. • Using visual and/or symbolic representations, add fractions with like denominators (halves, thirds, fourths, and tenths) with sums less than or equal to one. • Using manipulatives and visual and/or symbolic representations (a horizontal or

	vertical number line diagram), combine integers. Instructional Note: Limit integers to -5 to 5 (e.g., If money spent is represented by negative numbers, spending $2 and then spending $3 means that $5 has been spent and recognizing that this can be written as -2 + -3 = -5). • Recognize patterns in arithmetic sequences of whole numbers (e.g., Given a sequence such as 2, 5, 8, 11, ..., determine the next number and/or describe the pattern).
A.M.7.5	Solve addition, subtraction, multiplication, and division problems involving whole numbers, decimals, and fractions with like denominators (halves, thirds, fourths, and tenths) using concrete objects and/or a calculator.
A.M.7.6	Represent symbolically and solve real-world problems involving either addition, subtraction, multiplication, or division problems of whole numbers, decimals, and fractions with like denominators (halves, thirds, fourths, and tenths) using concrete objects and/or a calculator.

Expressions and Equations

Cluster	**Use properties of operations to generate equivalent expressions.**
A.M.7.7	Apply the properties of addition or multiplication to identify equivalent expressions (e.g., 10 + 4 = 4 + 10, or 2 + 3 + 4 = 3 + 2 + 4 or 3 x 7 = 7 x 3).
A.M.7.8	Understand that equivalent expressions can be written in different forms (e.g., 9 + 7 = 10 + 6).

Cluster	**Solve real-life and mathematical problems using numerical and algebraic expressions and equations.**
A.M.7.9	Represent and solve one-step real-life and mathematical problems that involve combining positive and negative integers (e.g., $20 + -$5 = $15 represents that if Jane had $20 and spent $5, she now has $15).
A.M.7.10	Write, read, and/or solve one-step addition, subtraction, and multiplication equations for an unknown whole number, with a variable standing for the unknown. (e.g., 3 + c = 5)

Geometry

Cluster	**Draw, construct and describe geometrical figures and describe the relationships between them.**
A.M.7.11	Understand and describe geometrical figures and the relationship between them. • Match two similar geometric shapes in the same orientation. • Write and simplify expressions to find the perimeter of rectangles (e.g., given a rectangle with dimensions identified, find the perimeter by writing and simplifying 3 + 5 + 3 + 5 = 16 inches).
A.M.7.12	Draw (freehand, with ruler and protractor, and with technology) a triangle, square, or rectangle with given conditions (e.g., draw a square with side length 3 in. and height 5 in.). Given a shape (triangle, square, or rectangle), identify the dimensions.
A.M.7.13	Using appropriate modeling or technology, identify the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and a triangular prism.

Cluster	Solve real-life and mathematical problems involving area and volume.
A.M.7.14	Use the area formula to determine the area of a rectangle and solve real-world and mathematical problems using concrete items or calculator.
A.M.7.15	Use manipulatives, decompose right rectangular prisms into unit cubes to determine its volume (e.g., given a 2 x 3 x 3 rectangular prism composed of unit cubes, determine that it is composed of 18 unit cubes).

Statistics and Probability

Cluster	Use random sampling to draw inferences about a population.
A.M.7.16	Given data displayed in a graph or table, determine the median and the mean of the data. Instructional Note: Limit data set to 3 or 5 items.
A.M.7.17	Interpret the collected data from an experiment, given a model of data, or from data collected by the student.

Cluster	Draw informal comparative inferences about two populations.
A.M.7.18	Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Identifying the minimum value, the maximum value, and the median. Instructional Note: Data sets should consist of 3 or 5 items. c. Identifying the nature of the attribute under investigation, including how it was measured and its units of measurement.
A.M.7.19	Recognize that two numerical data distributions with similar variabilities can be represented on the same picture graph, line plot, or bar graph.
A.M.7.20	Compare two sets of data within a single data display such as a picture graph, line plot, or bar graph (e.g., identify more, less, equal, minimum and maximum).

Cluster	Investigate chance processes and develop, use, and evaluate probability models.
A.M.7.21	Describe the probability of events occurring as likely or unlikely.
A.M.7.22	Approximate the likelihood of an event based on its probability (e.g., given a weather forecast, determine if it is likely to rain).
A.M.7.23	Compare experimental and theoretical probabilities: a. Determine the probability of simple events (e.g., rolling a die; flipping a coin) b. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing the outcomes (i.e. flipping a coin - Do the outcomes for the flipping a coin appear to be equally likely based on the observed outcome?).
A.M.7.24	Gather, organize, and display data on a graph, table, or chart and make predictions from the data.

Alternate Academic Achievement Standards for Mathematics – Grade 8

The West Virginia Alternate Academic Achievement Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, mathematical habits of mind, learning skills, and technology tools. Students in eighth grade will continue enhancing skills in a developmentally appropriate progression of standards. Following the skill progressions from seventh grade, the following chart represents the concepts that will be developed in mathematics in eighth grade:

The Number System	Expressions and Equations
• Express a fraction with a denominator of 100 as a decimal. • Compare quantities represented as decimals in real-world examples to hundredths.	• Determine the amount of money that John and Mary have together if John has $0.25 and Mary has $0.30. • Given a table of values depicting a proportional relationship or an arithmetic sequence, determine missing values.
Functions	**Geometry**
• Given the initial number 2 and the rule "add 3," generate 2, 5, 8, 11… • Given a table or function rule and the input value, determine the output. • Given a linear function represented by a table, answer questions (e.g., given a table, find the cost of 3 shirts.)	• Recognize translations, rotations, and reflections of shapes.
Statistics and Probability	
• Compare and contrast two different tables or graphs (e.g., menus, student schedules, price charts, temperature charts).	

Numbering of Standards

The following Alternate Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

The Number System	
Understand the relationship between fractions and decimals.	Standard 1
Expressions and Equations	
Work with exponents and decimals.	Standards 2-5
Understand the connections between proportional relationships and lines.	Standards 6-7
Analyze and solve linear equations.	Standard 8

Functions	
Define, evaluate, and compare functions.	Standards 9-10
Use functions to model relationships between quantities.	Standards 11-12
Geometry	
Understand congruence and similarity using physical models, transparencies, or geometry software.	Standards 13-15
Solve real-world and mathematical problems involving cylinders, cones, and spheres.	Standard 16
Statistics and Probability	
Investigate patterns of association in bivariate data.	Standard 17

Number System

Cluster	**Understand the relationship between fractions and decimals.**
A.M.8.1	Demonstrate an understanding of the relationship between fractions and decimals. • Express a fraction with a denominator of 100 as a decimal. • Compare quantities represented as decimals in real-world examples to hundredths. Express unit fractions as decimals (1/2, 1/4, and 1/10)

Expressions and Equations

Cluster	**Work with exponents and decimals.**
A.M.8.2	Identify the meaning of an exponent (e.g., 4^2 means 4 x 4). Instructional Note: Limit to exponents of 2 and 3.
A.M.8.3	Generate equivalent numerical expressions to determine the value of numerical expressions consisting of the square or cube of a whole number less than or equal to 10. (e.g., $5^2 = 5 \times 5 = 25$).
A.M.8.4	Compose, decompose, and make observations of whole numbers up to 999 (e.g., 345=300+40+5; 25 is more than 20 but less than 30; use manipulatives to show that 5 is made up of five single units).
A.M.8.5	Perform operations with numbers involving decimals and in context (e.g., John has $0.25 and Mary has $0.30, how much money do they have altogether?). Use decimal notation to compare amounts to determine very large or very small quantities (e.g., identify that $25.00 is very large and $2.50 is very small and $0.25 is smallest) and that the unit of measurement is the same.

Cluster	**Understand the connections between proportional relationships and lines.**
A.M.8.6	Recognize and represent proportional relationships between quantities on graphs. In real world problem situations, decide whether two quantities are in a proportional relationship (e.g. If Dan walks one block each morning, how many blocks does he walk in one week?).
A.M.8.7	Given a table of values depicting a proportional relationship or an arithmetic sequence, determine missing values.

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

Functions

Cluster	Define, evaluate, and compare functions.
A.M.8.9	Generate an arithmetic sequence given a rule (e.g., given the initial number 2 and the rule "add 3," generate 2, 5, 8, 11...). Given a table or function rule and the input value, determine the output.
A.M.8.10	Given graphical representations, determine if the graph is a straight line or not a straight line (staying within Quadrant I).

Cluster	Use functions to model relationships between quantities
A.M.8.11	Given a linear function represented by a table, answer questions (e.g., Given a table, find the cost of 3 shirts.)
A.M.8.12	Demonstrate an understanding of an increase or decrease on a graph.

Shirts	Cost
1	$6
2	$12
3	$18
4	$24

Geometry

Cluster	Understand congruence and similarity using physical models, transparencies, or geometry software.
A.M.8.13	Recognize translations, rotations, and reflections of shapes.
A.M.8.14	Identify shapes that are congruent. Instructional Note: Shapes are not required to be in the same orientation.
A.M.8.15	Identify shapes that are similar. Instructional Note: Shapes are not required to be in the same orientation.

Cluster	Solve real-world and mathematical problems involving cylinders, cones, and spheres.

A.M.8.16	Identify attributes of and/or real-world situations involving cones, cylinders, and spheres.

Statistics and Probability

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

Alternate Academic Achievement Standards for Mathematics – High School Mathematics

At the high school level, the standards are organized by conceptual category (number and quantity, algebra, functions, geometry, modeling and probability and statistics), showing the body of knowledge students should learn in each category. There are two distinct course sequence pathways of the high school standards for the mathematics progression in grades 9-11:

- The Integrated Pathway with a course sequence of Math I, Math II, and Math III, each of which includes number, algebra, geometry, probability and statistics; and
- The Traditional Pathway with a course sequence of Algebra I, Geometry, and Algebra II, with some data, probability and statistics included in each course.

Each pathway organizes the identical standards into courses. As a result, the mathematics standards identified in Math I, Math II and Math III are identical to the standards identified in Algebra I, Geometry and Algebra II. The content is simply grouped differently among the three years. Local Education Agencies (LEA) must choose to implement either the Integrated or Traditional Pathway. Regardless of the pathway chosen for grades 9-11, the fourth course options for all students are the same.

INTEGRATED PATHWAY

Alternate Academic Achievement Standards for Mathematics – High School Mathematics I

The West Virginia Alternate Academic Achievement Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, mathematical habits of mind, learning skills, and technology tools. Students will continue enhancing skills in a developmentally appropriate progression of standards. Following the skill progressions from previous courses, the following chart represents the concepts that will be developed in mathematics:

Relationships between Quantities	Linear Relationships
• Measure a pencil to the nearest inch). • Identify an algebraic expression involving at least one arithmetic operation to represent a real-world problem. • Demonstrate an understanding of terms such as "at least" and "fewer than" in solving real-world problems.	• Interpret the meaning of the intersection of the two graphs. • Given a $10 off coupon, use Sales Price = Original Price – Discount to find the Sales Price).
Reasoning with Equations	**Descriptive Statistics**
• Demonstrate each step in solving a one or two-step equation.	• After surveying students, regarding their favorite ice cream flavor, answer related questions). • In real world situations, distinguish between the cause and the effect.
Transformations	**Coordinates and Measurement**
• Know the attributes of perpendicular lines, parallel lines, and line segments; angles; and circles. • Using manipulatives, translate, rotate, and/or reflect a geometric figure.	• Given coordinates, identify the geometric shapes using proper terminology.

Numbering of Standards

The following Alternate Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Relationships between Quantities	
Reason quantitatively and use units to solve problems.	Standards 1-3
Interpret the structure of expressions.	Standard 4
Create equations that describe numbers or relationships.	Standards 5-8

Linear Relationships	
Represent and solve equations and inequalities graphically.	Standards 9-11
Understand the concept of a function.	Standards 12-14
Interpret functions that arise in applications in terms of a context.	Standards 15-17
Analyze functions using different representations.	Standards 18-19
Build a function that models a relationship between two quantities.	Standards 20-21
Compare linear and exponential models and solve problems.	Standards 22-24
Interpret expressions for functions in terms of the situation they model.	Standard 25
Reasoning with Equations	
Understand solving equations as a process of reasoning and explain the reasoning.	Standard 26
Descriptive Statistics	
Summarize, represent, and interpret data on a single count or measurement variable.	Standards 27-29
Summarize, represent, and interpret data on two categorical and quantitative variables.	Standards 30-31
Distinguish between cause and effect.	Standard 32
Transformations	
Experiment with transformations in the plane.	Standards 33-37
Solve real-world problem situations involving parallel line segments, perpendicular line segments, angles, and circles.	Standards 38
Coordinates and Measurement	
Use coordinates and determine area and perimeter.	Standards 39-40

Relationships between Quantities

Cluster	**Reason quantitatively and use units to solve problems.**
A.M.1HS.1	Express quantities to the appropriate precision of measurement (e.g., measure a pencil to the nearest inch).
A.M.1HS.2	Define appropriate quantities for the purpose of descriptive modeling.
A.M.1HS.3	Choose the appropriate unit of measurement (e.g., determine when to use feet/inches/meter, cups/gallons/liter, ounces/pounds/gram, etc.).

Cluster	**Interpret the structure of expressions.**
A.M.1HS.4	Identify an algebraic expression involving at least one arithmetic operation to represent a real-world problem.

Cluster	**Create equations that describe numbers or relationships.**

A.M.1HS.5	Given a real-world problem situation, write, read, and/or solve one-step addition and subtraction equations for an unknown number with a variable standing for the unknown (e.g., $8.50 + c = $12).
A.M.1HS.6	Determine solutions to equations that model real-world problem situations with two unknowns (e.g., given a set of options, find solutions for x + y = $6.25).
A.M.1HS.7	Demonstrate an understanding of terms such as “at least” and “fewer than” in solving real-world problems.
A.M.1HS.8	Solve two-step word problems, represent these problems using formulas with a letter standing for the unknown quantity.

Linear Relationships

Cluster	**Represent and solve equations and inequalities graphically.**
A.M.1HS.9	Interpret the meaning of a point on the graph of a linear function (e.g., on a graph of pizza purchases, trace the graph to a point and tell the number of pizzas purchased and the total cost of the pizzas).
A.M.1HS.10	Interpret the meaning of the intersection of the two graphs.
A.M.1HS.11	With the assistance of a graphing calculator and visual cue cards as needed, graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality) and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Cluster	**Understand the concept of a function.**
A.M.1HS.12	Using a calculator and a visual cue card of function rules that describe proportional relationships, solve real-world problems (e.g., Unit Cost x Number of Items = Total Cost).
A.M.1HS.13	Using a calculator and a visual cue card of function rules, solve real-world problems (e.g., given a $10 off coupon, use Sales Price = Original Price – Discount to find the Sales Price).
A.M.1HS.14	Determine the missing values in arithmetic sequences. Instructional Note: Limit the common ratio in arithmetic sequences to integers (e.g., 20, 18, 16, ___, 12, 8, … or 3, 7, 11, 15, ___, 23, …).

Cluster	**Interpret functions that arise in applications in terms of a context.**
A.M.1HS.15	Interpret data from graphs that represent linear functions with different rates of change and interpret which has the greater rate of change. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative.
A.M.1HS.16	Given real-world measures, demonstrate an understanding of domains (e.g., there are seven days in a week; twelve months in a year; twelve inches in a foot).
A.M.1HS.17	Calculate and interpret the rate of change of a function presented as a table (e.g., the following table has a rate of change of -2).

Items Bought	Money Remaining
0	$20
1	$18
2	$16
3	$14

Cluster	Analyze functions using different representations.
A.M.1HS.18	With the assistance of a graphing calculator and visual cue cards as needed, graph functions expressed symbolically and show key features of the graph. Instructional Note: Focus on linear functions.
A.M.1HS.19	Identify information for two functions represented in different tables (e.g., Store A's Discount Table and Store B's Discount Table).

Cluster	Build a function that models a relationship between two quantities.
A.M.1HS.20	Given a linear function represented by a table, determine the rate of change and add additional values to extend the table.
A.M.1HS.21	Determine the common ratio in arithmetic sequences (e.g., recognize that "down 2" would describe the common ratio for a sequence such as 20, 18, 16, 14, 12,… and write it as -2).

Items Bought	Cost
0	$0.00
1	$0.50
2	$1.00
3	$1.50
4	$2.00

Cluster	Compare linear and exponential models and solve problems.
A.M.1HS.22	Given a graph, distinguish between linear functions and exponential functions.
A.M.1HS.23	From a given list recognize linear and exponential functions, including arithmetic sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
A.M.1HS.24	Given two tables representing linear real-world function, determine which is increasing at a greater rate.

Cluster	Interpret expressions for functions in terms of the situation they model.
A.M.1HS.25	Interpret the parameters in a linear function in terms of a context. Instructional Note: Limit to linear functions.

Reasoning with Equations

Cluster	Understand solving equations as a process of reasoning and explain the reasoning.
A.M.1HS.26	Demonstrate each step in solving a one or two step equation.

Descriptive Statistics

Cluster	Summarize, represent, and interpret data on a single count or measurement variable.
A.M.1HS.27	Represent data with dot plots on a number line.
A.M.1HS.28	Given a dot plot, identify the maximum value, the minimum value, and the mode.
A.M.1HS.29	Interpret differences in graphs of data sets.

Cluster	Summarize, represent, and interpret data on two categorical and quantitative variables.

A.M.1HS.30	Sort data or objects according to characteristics, similarities, and/or associations. Interpret frequencies in the context of the data (e.g., after surveying students, regarding their favorite ice cream flavor, answer related questions).
A.M.1HS.31	Represent data of frequency using tally charts in real world situations.

Cluster	**Distinguish between cause and effect.**
A.M.1HS.32	In real world situations, distinguish between the cause and the effect.

Transformations

Cluster	**Experiment with transformations in the plane.**
A.M.1HS.33	Know the attributes of perpendicular lines, parallel lines, and line segments; angles; and circles.
A.M.1HS.34	Using manipulatives, translate, rotate, and/or reflect a geometric figure.
A.M.1HS.35	Given a rectangle, parallelogram, trapezoid, or regular polygon manipulative, recognize the rotations and reflections that carry it onto itself.
A.M.1HS.36	Recognize that a geometric shape and its translated/rotated/reflected shape are congruent.
A.M.1HS.37	Trace a given geometric shape to demonstrate translation, rotation, and/or reflection.

Cluster	**Solve real-world problem situations involving parallel line segments, perpendicular line segments, angles, and circles.**
A.M.1HS.38	From a list of examples, identify perpendicular line segments, parallel line segments, angles, and circles. Introduce real world situations involving perpendicular line segments, parallel line segments, angles, and circles (e.g., intersecting or parallel streets).

Coordinates and Measurement

Cluster	**Use coordinates and determine area and perimeter.**
A.M.1HS.39	Given coordinates, identify the geometric shapes using proper terminology.
A.M.1HS.40	Find perimeters and areas of squares and rectangles to solve real-world problems.

Alternate Academic Achievement Standards for Mathematics – High School Mathematics II

The West Virginia Alternate Academic Achievement Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, mathematical habits of mind, learning skills, and technology tools. Students will continue enhancing skills in a developmentally appropriate progression of standards. Following the skill progressions from previous courses, the following chart represents the concepts that will be developed in mathematics:

Extending the Number System	Linear Functions and Modeling
• Solve addition, subtraction, multiplication, and division real-world problems involving whole numbers and decimals (i.e., money) using visuals and/or a calculator.	• Given a real-world situation, complete a given table.
Expressions and Equations	**Applications of Probability**
• Given a real world problem and a choice of two algebraic expressions involving arithmetic operations, identify the algebraic expression that models the situation. • Given that Jan has $10 and buys a loaf of bread for $2 and a gallon of milk, if she now has $5, determine the cost of the milk.	• Make predictions involving real world cause-and-effect situations.
Similarity, Parallel Lines, and Coordinates	**Measurement and Volume**
• Given two figures, decide if they are similar.	• Measure quantities accurately (e.g., follow a recipe). • Given a list of volume formulas for cylinders, pyramids, cones and spheres identify the correct formula to solve real-world problems.

<u>Numbering of Standards</u>

The following Alternate Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Extending the Number System	
Apply operations of rational numbers to solve problems.	Standard 1
Linear Functions and Modeling	
Interpret functions that arise in applications in terms of a context.	Standards 2-3
Analyze representations of functions.	Standard 4
Build a function that models a relationship	Standard 5

between two quantities.	
Construct and compare linear models and solve problems.	Standard 6
Expressions and Equations	
Interpret the structure of expressions.	Standard 7
Write expressions in equivalent forms to solve problems.	Standard 8
Create equations that describe numbers or relationships.	Standards 9-10
Solve equations in one variable.	Standard 11
Applications of Probability	
Make predictions.	Standards 12-13
Use probability to evaluate outcomes of decisions.	Standard 14
Similarity, Parallel Lines, and Coordinates	
Understand similarity in terms of similarity transformations.	Standard 15
Identify congruent angles.	Standard 16
Use coordinates to partition line segments.	Standard 17
Measurement and Volume	
Use measurement and volume formulas to solve problems.	Standards 18-19

Relationships between Quantities

Cluster	**Apply operations of rational numbers to solve problems.**
A.M.2HS.1	Solve addition, subtraction, multiplication, and division real-world problems involving whole numbers and decimals (i.e., money) using visuals and/or a calculator.

Linear Functions and Modeling

Cluster	**Interpret functions that arise in applications in terms of a context.**
A.M.2HS.2	Given a linear function represented by a table, determine the rate of change and find missing value. For example: Items Bought: 1, 2, 3, 4, , 6 Cost: $5, $7, , $11, $13,
A.M.2HS.3	Given a real-world function, find the possible values of the domain (e.g., Could you work 10 days a week? How many days a week can you work?).

Cluster	**Analyze representation of functions.**
A.M.2HS.4	Compare two functions represented in different tables (e.g., Store A's Discount Table

	and Store B's Discount Table) to answer questions.

Cluster	Build a function that models a relationship between two quantities.
A.M.2HS.5	Given a real-world situation, complete a given table. For example: Items Bought | Cost | | | | | | | | | |

Cluster	Construct and compare linear models and solve problems.
A.M.2HS.6	Given two tables representing linear real-world function, determine which is increasing at a greater rate.

Expressions and Equations

Cluster	Interpret the structure of expressions.
A.M.2HS.7	Given a real-world problem and a choice of two algebraic expressions involving arithmetic operations, identify the algebraic expression that models the situation.

Cluster	Write expressions in equivalent forms to solve problems.
A.M.2HS.8	Solve an algebraic expression involving arithmetic operations to represent a real-world problem (e.g., Jan has $10. She buys a loaf of bread for $2 and a gallon of milk. She now has $5. What is the cost of the milk?)

Cluster	Create equations that describe numbers or relationships.
A.M.2HS.9	Determine solutions to equations that model real-world problem situations with two unknowns (e.g., given a set of options, find solutions for x + y + $2 = $6.25).
A.M.2HS.10	Solve multi-step word problems, represent these problems using formulas with a letter standing for the unknown quantity. Assess the reasonableness of answers.

Cluster	Solve equations in one variable.
A.M.2HS.11	Given choices and use of a calculator, solve quadratic equations in one variable by inspection (e.g., for $x^2 = 49$).

Applications of Probability

Cluster	Make predictions.
A.M.2HS.12	Make predictions involving real world cause-and-effect situations.
A.M.2HS.13	Recognize that two events A and B are independent.

Cluster	Use probability to evaluate outcomes of decisions.
A.M.2HS.14	Use probabilities to make fair decisions in real world situations (e.g., drawing by lots or using a random number generator).

Similarity, Parallel Lines, and Coordinates

Cluster	Understand similarity in terms of similarity transformations.
A.M.2HS.15	Given two figures, decide if they are similar.

Cluster	Identify congruent angles.
A.M.2HS.16	Given parallel lines cut by a transversal, identify congruent angles.

Cluster	Use coordinates to partition line segments.
A.M.2HS.17	From a list of several examples of points on a directed line segment between two given points, determine which one partitions the segment in a given ratio. Limit to halves and thirds.

Measurement and Volume

Cluster	Use measurement and volume formulas to solve problems.
A.M.2HS.18	Measure quantities accurately (e.g., follow a recipe).
A.M.2HS.19	Given a list of volume formulas for cylinders, pyramids, cones, and spheres identify the correct formula to solve real-world problems.

Alternate Academic Achievement Standards for Mathematics – High School Mathematics III

The West Virginia Alternate Academic Achievement Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, mathematical habits of mind, learning skills, and technology tools. Students will continue enhancing skills in a developmentally appropriate progression of standards. Following the skill progressions from previous courses, the following chart represents the concepts that will be developed in mathematics:

Inferences and Conclusions from Data	**Linear and Polynomial Relationships**
• Test predictions involving real-world events (e.g., experimental probability). • Given a weather forecast, determine if it is likely to rain and make appropriate real-world choices.	• Identify an algebraic expression involving arithmetic operations to represent a real-world problem.
Mathematical Modeling	
• Compare and contrast Store A's Discount Table and Store B's Discount Table to answer questions. • Given a real-world situation, complete a given table to answer questions. • Interpret a scale model (e.g., locate specific rooms on a diagram of the school).	

<u>Numbering of Standards</u>

The following Alternate Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Inferences and Conclusions from Data	
Summarize, represent, and interpret data on a single count or measurement variable.	Standard 1
Understand and evaluate random processes underlying statistical experiments.	Standards 2-3
Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Standards 4-6
Use probability to evaluate outcomes of decisions.	Standards 7-8
Linear and Polynomial Relationships	
Interpret the structure of expressions.	Standard 9
Apply rational expressions.	Standard 10
Represent and solve equations graphically.	Standard 11

Mathematical Modeling	
Create equations that describe numbers or relationships.	Standards 12-13
Interpret functions that arise in applications in terms of a context.	Standard 14
Analyze functions using different representations.	Standard 15
Build a function that models a relationship between two quantities.	Standard 16
Visualize relationships between two dimensional and three-dimensional objects.	Standard 17
Apply geometric concepts in modeling situations.	Standards 18-19

Inferences and Conclusions from Data

Cluster	**Summarize, represent, and interpret data on a single count or measurement variable.**
A.M.3HS.1	Test predictions involving real-world events (e.g., experimental probability).

Cluster	**Understand and evaluate random processes underlying statistical experiments.**
A.M.3HS.2	Approximate the likelihood of an event based on its probability (e.g., given a weather forecast, determine if it is likely to rain) and make appropriate real-world choices.
A.M.3HS.3	Revise original predictions if necessary when predicting real-world events.

Cluster	**Make inferences and justify conclusions from sample surveys, experiments, and observational studies.**
A.M.3HS.4	Draw conclusions from a given representation of data in real world situations.
A.M.3HS.5	Use data from a survey to make assumptions about a larger population (e.g., from a survey about favorite color given to a small number of students in a school, assume that the results hold for the school).
A.M.3HS.6	Use data from a randomized experiment to make real world predictions.

Cluster	**Use probability to evaluate outcomes of decisions.**
A.M.3HS.7	Use probabilities to make fair decisions.
A.M.3HS.8	Analyze decisions and outcomes based on probability concepts.

Linear and Polynomial Relationships

Cluster	**Interpret the structure of expressions.**
A.M.3HS.9	Identify an algebraic expression involving arithmetic operations to represent a real-world problem.

Cluster	**Apply rational expressions.**
A.M.3HS.10	In real world problem situations, combine mixed numbers (i.e., recipes). Instructional Note: Limit to halves.

Cluster	**Represent and solve equations graphically.**

A.M.3HS.11	Interpret the meaning of the intersection of the two graphs. Instructional Note: Include linear and polynomial functions.

Mathematical Modeling

Cluster	**Create equations that describe numbers or relationships.**
A.M.3HS.12	Create linear equations and inequalities in one variable and use them to solve problems.
A.M.3HS.13	Create linear equations in two variables to represent relationships between quantities and graph equations on coordinate axes with labels and scales.

Cluster	**Interpret functions that arise in applications in terms of a context.**
A.M.3HS.14	Given real-world measures, demonstrate an understanding of domains and list possible values of domains.

Cluster	**Analyze functions using different representations.**
A.M.3HS.15	Compare and contrast two functions represented in different tables or graphs (e.g., Store A's Discount Table and Store B's Discount Table) to answer questions.

Cluster	**Build a function that models a relationship between two quantities.**
A.M.3HS.16	Given a real-world situation, complete a given table to answer questions. For example:

Items Bought	Cost

Cluster	**Visualize relationships between two dimensional and three-dimensional objects.**
A.M.3HS.17	Identify the shapes of two-dimensional cross-sections of three-dimensional objects.

Cluster	**Apply geometric concepts in modeling situations.**
A.M.3HS.18	Use properties of geometric shapes to describe real world objects.
A.M.3HS.19	• Sketch a scale model using graph paper as needed (e.g., the layout of their house). • Interpret a scale model (e.g., locate specific rooms on a diagram of the school).

TRADITIONAL PATHWAY

Alternate Academic Achievement Standards for Mathematics – High School Algebra I

The West Virginia Alternate Academic Achievement Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, mathematical habits of mind, learning skills, and technology tools. Students will continue enhancing skills in a developmentally appropriate progression of standards. Following the skill progressions from previous courses, the following chart represents the concepts that will be developed in mathematics:

Relationships between Quantities and Reasoning with Equations	**Linear and Exponential Relationships**
• Measure a pencil to the nearest inch. • Identify an algebraic expression involving at least one arithmetic operation to represent a real-world problem. • Demonstrate an understanding of terms such as "at least" and "fewer than" in solving real-world problems.	• Interpret the meaning of the intersection of the two graphs. • Given a $10 off coupon, use Sales Price = Original Price – Discount to find the Sales Price).
Descriptive Statistics	**Expressions and Equations**
• After surveying students regarding their favorite ice cream flavor, answer related questions). • In real world situations, distinguish between the cause and the effect.	• Given a real-world problem and a choice of two algebraic expressions involving arithmetic operations, identify the algebraic expression that models the situation. • Given that Jan has $10 and buys a loaf of bread for $2 and a gallon of milk, if she now has $5, determine the cost of the milk.
Linear Functions and Modeling	
• Solve addition, subtraction, multiplication, and division real-world problems involving whole numbers and decimals (i.e., money) using visuals and/or a calculator. • Compare Store A's Discount Table and Store B's Discount Table to answer questions.	

<u>Numbering of Standards</u>

The following Alternate Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Relationships between Quantities and Reasoning with Equations	
Reason quantitatively and use units to solve problems.	Standards 1-3
Interpret the structure of expressions.	Standard 4

Create equations that describe numbers or relationships.	Standards 5-8
Understand solving equations as a process of reasoning and explain the reasoning.	Standard 9
Linear and Exponential Relationships	
Represent and solve equations and inequalities graphically.	Standards 10-12
Understand the concept of a function.	Standards 13-15
Interpret functions that arise in applications in terms of a context.	Standards 16-18
Analyze representations of functions.	Standards 19-20
Build a function that models a relationship between two quantities.	Standards 21-22
Construct and compare linear models and solve problems.	Standards 23-25
Interpret expressions for functions in terms of the situation they model.	Standard 26
Descriptive Statistics	
Summarize, represent, and interpret data on a single count or measurement variable.	Standards 27-29
Summarize, represent, and interpret data on two categorical and quantitative variables.	Standards 30-31
Distinguish between cause and effect.	Standard 32
Expressions and Equations	
Interpret the structure of equations.	Standard 33
Write expressions in equivalent forms to solve problems.	Standard 34
Create equations that describe numbers or relationships.	Standard 35
Solve equations in one variable.	Standard 36
Linear Functions and Modeling	
Use properties of rational and irrational numbers.	Standard 37
Interpret functions that arise in applications in terms of a context.	Standard 38
Analyze representations of functions.	Standard 39

Relationships between Quantities and Reasoning with Equations

Cluster	**Reason quantitatively and use units to solve problems.**
A.M.A1HS.1	Express quantities to the appropriate precision of measurement (e.g., measure a pencil to the nearest inch).
A.M.A1HS.3	Choose the appropriate unit of measurement (e.g., determine when to use feet/inches/meter, cups/gallons/liter, ounces/pounds/gram, etc.).

Cluster	Interpret the structure of expressions.
A.M.A1HS.4	Identify an algebraic expression involving at least one arithmetic operation to represent a real-world problem.

Cluster	Create equations that describe numbers or relationships.
A.M.A1HS.5	Given a real-world problem situation, write, read, and/or solve one-step addition and subtraction equations for an unknown number, with a variable standing for the unknown (e.g., $8.50 + c = $12).
A.M.A1HS.6	Determine solutions to equations that model real-world problem situations with two unknowns (e.g., given a set of options, find solutions for x + y = $6.25).
A.M.A1HS.7	Demonstrate an understanding of terms such as “at least” and “fewer than” in solving real-world problems.
A.M.A1HS.8	Solve two-step word problems, represent these problems using formulas with a letter standing for the unknown quantity.

Cluster	Understand solving equations as a process of reasoning and explain the reasoning.
A.M.A1HS.9	Demonstrate each step in solving a one or two-step equation.

Linear and Exponential Relationships

Cluster	Represent and solve equations and inequalities graphically.
A.M.A1HS.10	Interpret the meaning of a point on the graph of a linear function (e.g., on a graph of pizza purchases, trace the graph to a point and tell the number of pizzas purchased and the total cost of the pizzas).
A.M.A1HS.11	Interpret the meaning of the intersection of the two graphs.
A.M.A1HS.12	With the assistance of a graphing calculator and visual cue cards as needed, graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality) and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Cluster	Understand the concept of a function.
A.M.A1HS.13	Using a calculator and a visual cue card of function rules that describe proportional relationships, solve real-world problems (e.g., Unit Cost x Number of Items = Total Cost).
A.M.A1HS.14	Using a calculator and a visual cue card of function rules, solve real-world problems (e.g., given a $10 off coupon, use Sales Price = Original Price – Discount to find the Sales Price).
A.M.A1HS.15	Determine the missing values in arithmetic sequences. Instructional Note: Limit the common ratio in arithmetic sequences to integers (e.g., 20, 18, 16, ___, 12, 8, ... or 3, 7, 11, 15, ___, 23, ...).

Cluster	Interpret functions that arise in applications in terms of a context.
A.M.A1HS.16	Interpret data from graphs that represent linear functions with different rates of change and interpret which has the greater rate of change. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative.

A.M.A1HS.17	Given real-world measures, demonstrate an understanding of domains (e.g., there are seven days in a week; twelve months in a year; twelve inches in a foot).
A.M.A1HS.18	Calculate and interpret the rate of change of a function presented as a table (e.g., the following table has a rate of change of -2).

Items Bought	Money Remaining
0	$20
1	$18
2	$16
3	$14

Cluster	**Analyze representations of functions.**
A.M.A1HS.19	With the assistance of a graphing calculator and visual cue cards as needed, graph functions expressed symbolically and show key features of the graph. Instructional Note: Focus on linear functions.
A.M.A1HS.20	Identify information for two functions represented in different tables (e.g., Store A's Discount Table and Store B's Discount Table).

Cluster	**Build a function that models a relationship between two quantities.**
A.M.A1HS.21	Given a linear function represented by a table, determine the rate of change and add additional values to extend the table.

Items Bought	Cost
0	$0.00
1	$0.50
2	$1.00
3	$1.50
4	$2.00

A.M.A1HS.22	Determine the common ratio in arithmetic sequences (e.g., recognize that "down 2" would describe the common ratio for a sequence such as 20, 18, 16, 14, 12,... and write it as -2.)

Cluster	**Construct and compare linear models and solve problems.**
A.M.A1HS.23	Given a graph, distinguish between linear functions and exponential functions.
A.M.A1HS.24	From a given list recognize linear and exponential functions, including arithmetic sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
A.M.A1HS.25	Given two tables representing linear real-world function, determine which is increasing at a greater rate.

Cluster	**Interpret expressions for functions in terms of the situation they model.**
A.M.A1HS.26	Interpret the parameters in a linear function in terms of a context. Instructional Note: Limit to linear functions.

Descriptive Statistics

Cluster	**Summarize, represent, and interpret data on a single count or measurement variable.**

A.M.A1HS.27	Represent data with dot plots on a number line.
A.M.A1HS.28	Given a dot plot, identify the maximum value, the minimum value, and the mode.
A.M.A1HS.29	Interpret differences in graphs of data sets.

Cluster	**Summarize, represent, and interpret data on two categorical and quantitative variables.**
A.M.A1HS.30	Sort data or objects according to characteristics, similarities, and/or associations. Interpret frequencies in the context of the data (e.g., after surveying students, regarding their favorite ice cream flavor, answer related questions).
A.M.A1HS.31	Represent data of frequency using tally charts in real world situations.

Cluster	**Distinguish between cause and effect.**
A.M.A1HS.32	In real world situations, distinguish between the cause and the effect.

Expressions and Equations

Cluster	**Interpret the structure of equations.**
A.M.A1HS.33	Given a real world problem and a choice of two algebraic expressions involving arithmetic operations, identify the algebraic expression that models the situation.

Cluster	**Write expressions in equivalent forms to solve problems.**
A.M.A1HS.34	Solve an algebraic expression involving arithmetic operations to represent a real-world problem (e.g., Jan has $10. She buys a loaf of bread for $2 and a gallon of milk. She now has $5. What is the cost of the milk?)

Cluster	**Create equations that describe numbers or relationships.**
A.M.A1HS.35	Determine solutions to equations that model real-world problem situations with two unknowns (e.g., given a set of options, find solutions for x + y = $6.25).

Cluster	**Solve equations in one variable.**
A.M.A1HS.36	Given choices and use of a calculator, solve quadratic equations in one variable by inspection (e.g., for $x^2 = 49$).

Linear Functions and Modeling

Cluster	**Use properties of rational and irrational numbers.**
A.M.A1HS.37	Solve addition, subtraction, multiplication, and division real-world problems involving whole numbers and decimals (i.e., money) using visuals and/or a calculator.

Cluster	**Interpret functions that arise in applications in terms of a context.**
A.M.A1HS.38	Given a real-world function, find the possible values of the domain (e.g., Could you work 10 days a week? How many days a week can you work?).

Cluster	**Analyze representations of functions.**
A.M.A1HS.39	Compare two functions represented in different tables (e.g., Store A's Discount Table and Store B's Discount Table) to answer questions.

Alternate Academic Achievement Standards for Mathematics - High School Geometry

The West Virginia Alternate Academic Achievement Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, mathematical habits of mind, learning skills, and technology tools. Students will continue enhancing skills in a developmentally appropriate progression of standards. Following the skill progressions from previous courses, the following chart represents the concepts that will be developed in mathematics:

Congruence, Proof, and Constructions	**Similarity**
• Know the attributes of perpendicular lines, parallel lines, and line segments; angles; and circles. • Using manipulatives, translate, rotate, and/or reflect a geometric figure.	• Given two figures, decide if they are similar.
Extending to Three Dimensions	**Coordinates, Area, and Perimeter**
• Given a list of volume formulas for cylinders, pyramids, cones and spheres identify the correct formula to solve real-world problems.	• Given coordinates, identify the geometric shapes using proper terminology.
Applications of Probability	**Modeling with Geometry**
• Use probabilities to make fair decisions in real world situations (e.g., drawing by lots or using a random number generator). • Make predictions involving real world cause-and-effect situations.	• Sketch a scale model using graph paper as needed (e.g., the layout of their house). • Interpret a scale model (e.g., locate specific rooms on a diagram of the school).

<u>Numbering of Standards</u>

The following Alternate Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Congruence and Constructions	
Experiment with transformations in the plane.	Standards 1-5
Identify congruent angles.	Standard 6
Identify geometric figures.	Standard 7
Similarity	
Understand similarity in terms of similarity transformations.	Standard 8
Extending to Three Dimensions	
Use measurement and volume formulas to solve problems.	Standards 9-10

Visualize the relation between two dimensional and three-dimensional objects.	Standard 11
Apply geometric concepts in modeling situations.	Standard 12
Coordinates, Area, and Perimeter	
Use coordinates and determine area and perimeter.	Standards 13-15
Applications of Probability	
Make predictions.	Standards 16-17
Use probability to evaluate outcomes of decisions.	Standard 18
Modeling with Geometry	
Visualize relationships between two dimensional and three-dimensional objects and apply geometric concepts in modeling situations.	Standard 19

Congruence and Constructions

Cluster	**Experiment with transformations in the plane.**
A.M.GHS.1	Know the attributes of perpendicular lines, parallel lines, and line segments; angles; and circles.
A.M.GHS.2	Using manipulatives, translate, rotate, and/or reflect a geometric figure.
A.M.GHS.3	Given a rectangle, parallelogram, trapezoid, or regular polygon manipulative, recognize the rotations and reflections that carry it onto itself.
A.M.GHS.4	Recognize that a geometric shape and its translated/rotated/reflected shape are congruent.
A.M.GHS.5	Trace a given geometric shape to demonstrate translation, rotation, and/or reflection.

Cluster	**Identify congruent angles.**
A.M.GHS.6	Given parallel lines cut by a transversal, identify congruent angles.

Cluster	**Identify geometric figures.**
A.M.GHS.7	From a list of examples, identify perpendicular line segments, parallel line segments, angles, and circles. Introduce real world situations involving perpendicular line segments, parallel line segments, angles, and circles (e.g., intersecting or parallel streets).

Similarity

Cluster	**Understand similarity in terms of similarity transformations.**
A.M.GHS.8	Given two figures, decide if they are similar.

Extending to Three Dimensions

Cluster	**Use measurement and volume formulas to solve problems.**
A.M.GHS.9	Measure quantities accurately (e.g., follow a recipe).

A.M.GHS.10	Given a list of volume formulas for cylinders, pyramids, cones and spheres identify the correct formula to solve real-world problems.

Cluster	**Visualize the relation between two dimensional and three-dimensional objects.**
A.M.GHS.11	Identify the shapes of two-dimensional cross-sections of three-dimensional objects.

Cluster	**Apply geometric concepts in modeling situations.**
A.M.GHS.12	Use properties of geometric shapes to describe real world objects.

Coordinates, Area, and Perimeter

Cluster	**Use coordinates and determine area and perimeter.**
A.M.GHS.13	Given coordinates, identify the geometric shapes using proper terminology.
A.M.GHS.14	From a list of several examples of points on a directed line segment between two given points, determine which one partitions the segment in a given ratio. Instructional Note: Limit to halves and thirds.
A.M.GHS.15	Find perimeters and areas of squares and rectangles to solve real-world problems.

Applications of Probability

Cluster	**Make predictions.**
A.M.GHS.16	Make predictions involving real world cause-and-effect situations.
A.M.GHS.17	Recognize that two events A and B are independent.

Cluster	**Use probability to evaluate outcomes of decisions.**
A.M.GHS.18	Use probabilities to make fair decisions in real world situations (e.g., drawing by lots or using a random number generator).

Modeling with Geometry

Cluster	**Visualize relationships between two dimensional and three-dimensional objects and apply geometric concepts in modeling situations.**
A.M.GHS.19	• Sketch a scale model using graph paper as needed (e.g., the layout of their house). • Interpret a scale model (e.g., locate specific rooms on a diagram of the school).

Alternate Academic Achievement Standards for Mathematics - High School Algebra II

The West Virginia Alternate Academic Achievement Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, mathematical habits of mind, learning skills, and technology tools. Students will continue enhancing skills in a developmentally appropriate progression of standards. Following the skill progressions from previous courses, the following chart represents the concepts that will be developed in mathematics:

Polynomial Relationships	**Inferences and Conclusions from Data**
• Identify an algebraic expression involving arithmetic operations to represent a real-world problem.	• Test predictions involving real-world events (e.g., experimental probability). • Given a weather forecast, determine if it is likely to rain and make appropriate real-world choices.
Modeling with Functions	
• Solve multi-step word problems, represent these problems using formulas with a letter standing for the unknown quantity. Assess the reasonableness of answers. • Compare and contrast Store A's Discount Table and Store B's Discount Table to answer questions.	

<u>Numbering of Standards</u>

The following Alternate Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Polynomial Relationships	
Interpret the structure of expressions.	Standard 1
Rewrite rational expressions.	Standard 2
Represent and solve equations and inequalities graphically.	Standard 3
Modeling with Functions	
Create equations that describe numbers or relationships.	Standards 4-6
Interpret functions that arise in applications in terms of a context.	Standards 7-8
Analyze functions using different representations.	Standard 9
Build a function that models a relationship between two quantities.	Standard 10
Inferences and Conclusions from Data	

Summarize, represent, and interpret data on a single count or measurement variable.	Standard 11
Understand and evaluate random processes underlying statistical experiments.	Standard 12-13
Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Standards 14-16
Use probability to evaluate outcomes of decisions.	Standards 17-18

Polynomial Relationships

Cluster	**Interpret the structure of expressions.**
A.M.A2HS.1	Identify an algebraic expression involving arithmetic operations to represent a real-world problem.

Cluster	**Rewrite rational expressions.**
AM.A2HS.2	In real world problem situations, combine mixed numbers (i.e., recipes). Instructional Note: Limit to halves.

Cluster	**Represent and solve equations and inequalities graphically.**
A.M.A2HS.3	Interpret the meaning of the intersection of the two graphs. Instructional Note: Include linear and polynomial functions.

Modeling with Functions

Cluster	**Create equations that describe numbers or relationships.**
A.M.A2HS.4	Create linear equations and inequalities in one variable and use them to solve problems.
A.M.A2HS.5	Create linear equations in two variables to represent relationships between quantities and graph equations on coordinate axes with labels and scales.
A.M.A2HS.6	Solve multi-step word problems, represent these problems using formulas with a letter standing for the unknown quantity. Assess the reasonableness of answers.

Cluster	**Interpret functions that arise in applications in terms of a context.**
A.M.A2HS.7	Given a linear function represented by a table, determine the rate of change and find missing value. For example:

Items Bought	Cost
1	$5
2	$7
3	
4	$11
	$13
6	

A.M.A2HS.8	Given real-world measures, demonstrate an understanding of domains and list possible values of domains.

Cluster	Analyze functions using different representations.
A.M.A2HS.9	Compare and contrast two functions represented in different tables (e.g., Store A's Discount Table and Store B's Discount Table) to answer questions.

Cluster	Build a function that models a relationship between two quantities.
A.M.A2HS.10	Given a real-world situation, complete a given table to answer questions. For example:

Items Bought	Cost

Inferences and Conclusions from Data

Cluster	Summarize, represent, and interpret data on a single count or measurement variable.
A.M.A2HS.11	Test predictions involving real-world events (e.g., experimental probability).

Cluster	Understand and evaluate random processes underlying statistical experiments.
A.M.A2HS.12	Approximate the likelihood of an event based on its probability (e.g., given a weather forecast, determine if it is likely to rain) and make appropriate real-world choices.
A.M.A2HS.13	Revise original predictions if necessary when predicting real-world events.

Cluster	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
A.M.A2HS.14	Draw conclusions from a given representation of data in real world situations.
A.M.A2HS.15	Use data from a survey to make assumptions about a larger population (e.g., from a survey about favorite color given to a small number of students in a school, assume that the results hold for the school).
A.M.A2HS.16	Use data from a randomized experiment to make real world predictions.

Cluster	Use probability to evaluate outcomes of decisions.
AM.A2HS.17	Use probabilities to make fair decisions.
AM.A2HS.18	Analyze decisions and outcomes based on probability concepts.

Alternate Academic Achievement Standards for Mathematics – Transition Mathematics for Seniors

The West Virginia Alternate Academic Achievement Standards for Mathematics are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, mathematical habits of mind, learning skills, and technology tools. Students will continue enhancing skills in a developmentally appropriate progression of standards. Following the skill progressions from previous courses, the following chart represents the concepts that will be developed in mathematics:

Number and Quantity: The Real Number System	**Algebra:** Seeing Structure in Expressions Creating Equations Reasoning with Equations and Inequalities
• Measure a pencil to the nearest inch).	• Given that Jan has $10 and buys a loaf of bread for $2 and a gallon of milk, if she now has $5, determine the cost of the milk. • Demonstrate an understanding of terms such as "at least" and "fewer than" in solving real-world problems.
Functions: Interpreting Functions Building Functions	**Geometry:** Geometric Measuring and Dimension Expressing Geometric Properties with Equations Modeling with Geometry
• Solve real-world problems. (e.g., Unit Cost x Number of Items = Total Cost). • Recognize that "down 2" would describe the common ratio for a sequence such as 20, 18, 16, 14, 12,... and write it as -2. • Compare and contrast Store A's Discount Table and Store B's Discount Table to answer questions. • Given a real-world situation, complete a given table to answer questions.	• Measure quantities accurately (e.g., follow a recipe). • Given coordinates, identify the geometric shapes using proper terminology. • Interpret a scale model (e.g., locate specific rooms on a diagram of the school).
Statistics and Probability: Interpreting Categorical and Quantitative Data Making Inferences and Justifying Conclusions	
• In real world situations, distinguish between the cause and the effect. • Given a weather forecast, determine if it is likely to rain and make appropriate real-world choices.	

Numbering of Standards

The following Alternate Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Number and Quantity – The Real Number System	
Extend the properties of exponents to rational exponents.	Standard 1-2
Algebra – Seeing Structure in Expressions	
Interpret the structure of expressions.	Standard 3
Understand the connections between proportional relationship, lines, and linear equations.	Standards 4-6
Algebra – Creating Equations	
Create equations that describe numbers or relationships.	Standards 7-10
Algebra – Reasoning with Equations and Inequalities	
Solve equations in one variable.	Standards 11-12
Solve systems of equations.	Standard 13
Represent and solve equations and inequalities graphically.	Standard 14
Functions – Interpreting Functions	
Understand the concept of a function.	Standard 15
Interpret functions that arise in applications in terms of the context.	Standards 16-19
Analyze functions using different representations.	Standards 20-24
Functions – Building Functions	
Build a function that models a relationship between two quantities.	Standards 25-26
Geometry – Geometric Measuring and Dimension	
Use measurement to solve problems.	Standard 27
Geometry – Expressing Geometric Properties with Equations	
Use coordinates and determine area and perimeter.	Standards 28-29
Geometry – Modeling with Geometry	
Apply geometric concepts in modeling situations.	Standard 30
Statistics and Probability – Interpreting Categorical and Quantitative Data	
Summarize, represent, and interpret data on two categorical and quantitative variables.	Standards 31-32
Summarize, represent, and interpret data on a single count or measurement variable.	Standards 33-36
Statistics and Probability – Making Inferences and Justifying Conclusions	
Understand and evaluate random processes underlying statistical experiments.	Standard 37

Number and Quantity – The Real Number System

Cluster	Extend the properties of exponents to rational exponents.
A.M.TMS.1	Express quantities to the appropriate precision of measurement (e.g., measure a pencil to the nearest inch).
A.M.TMS.2	Choose the appropriate unit of measurement (e.g., determine when to use feet/inches/meter, cups/gallons/liter, ounces/pounds/gram).

Algebra – Seeing Structure in Expressions

Cluster	Write expressions in equivalent forms to solve problems.
A.M.TMS.3	Solve an algebraic expression involving arithmetic operations to represent a real-world problem (e.g., Jan has $10. She buys a loaf of bread for $2 and a gallon of milk. She now has $5. What is the cost of the milk?)

Cluster	Understand the connections between proportional relationship, lines, and linear equations.
A.M.TMS.4	Recognize and represent proportional relationships between quantities on graphs. In real world problem situations, decide whether two quantities are in a proportional relationship (e.g. If Dan walks one block each morning, how many blocks does he walk in one week?).
A.M.TMS.5	Given a table of values depicting a proportional relationship or an arithmetic sequence, determine missing values.
A.M.MTS.6	• Given a real world problem situation, write, read, and/or solve one-step addition and subtraction equations for an unknown whole number and/or decimal money amounts, with a variable standing for the unknown (e.g., $20- c = $13 How much did I spend?). (Focus on money) • Given a one-step addition or subtraction equation with two unknowns, create true statements. (e.g., given x + y = 7, create statements such as 2 + 5 = 7 and 3 + 4 = 7) Instructional Note: Limit to whole numbers. • Solve simple one-step word problems involving multiplication that have whole numbers or fractional remainders and understand what the fractional remainder means (e.g., Molly and her friend have 13 cookies and want to equally distribute the cookies between them, how much would each person get and how many are left over?). • Match two-step word problems posed with whole numbers and having whole-number answers using the four operations with the correct symbolic representation (e.g., two times a number plus one equals five matches 2 x b + 1 = 5).

Algebra – Creating Equations

Cluster	Create equations that describe numbers or relationships.
A.M.TMS.7	• Given a real-world problem situation, write, read, and/or solve one-step addition and subtraction equations for an unknown number, with a variable standing for the unknown (e.g., $8.50 + c = $12).

	• Create linear equations and inequalities in one variable and use them to solve problems.
A.M.TMS.8	Create linear equations in two variables to represent relationships between quantities and graph equations on coordinate axes with labels and scales.
A.M.TMS.9	Demonstrate an understanding of terms such as “at least” and “fewer than” in solving real-world problems.
A.M.TMS.10	Solve multi-step word problems, represent these problems using formulas with a letter standing for the unknown quantity. Assess the reasonableness of answers.

Algebra – Reasoning with Equations and Inequalities

Cluster	**Solve equations in one variable.**
A.M.TMS.11	Demonstrate each step in solving a one or two-step equation.
A.M.TMS.12	Given choices and use of a calculator, solve quadratic equations in one variable by inspection (e.g., for $x^2 = 49$).

Cluster	**Solve systems of equations.**
A.M.TMS.13	Interpret the meaning of the intersection of the two graphs. Instructional Note: Include linear and polynomial functions.

Cluster	**Represent and solve equations and inequalities graphically.**
A.M.TMS.14	With the assistance of a graphing calculator and visual cue cards as needed, graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality) and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Functions – Interpreting Functions

Cluster	**Understand the concept of a function.**
A.M.TMS.15	Using a calculator and a visual cue card of function rules that describe proportional relationships, solve real-world problems (e.g., Unit Cost x Number of Items = Total Cost).

Cluster	**Interpret functions that arise in applications in terms of the context.**
A.M.TMS.16	Determine the common ratio in arithmetic sequences (e.g., recognize that “down 2” would describe the common ratio for a sequence such as 20, 18, 16, 14, 12,… and write it as -2.)
A.M.TMS.17	Interpret the parameters in a linear function in terms of a context. Instructional Note: Limit to linear functions.
A.M.TMS.18	Given a linear function represented by a table, determine the rate of change and find missing value (e.g.,

Items Bought	Cost
1	$5
2	$7
3	

		4	$11	
			$13	
		6		
A.M.TMS.19	Given a graph, distinguish between linear functions and exponential functions.			

Cluster	Analyze representations of functions.
A.M.TMS.20	• Given a function rule and the input value, determine the output. • Given graphical representations determine if the graph is a straight line or not a straight line. (Staying within Quadrant I.)
A.M.TMS.21	Demonstrate an understanding of an increase or decrease on a graph.
A.M.TMS.22	With the assistance of a graphing calculator and visual cue cards as needed, graph functions expressed symbolically and show key features of the graph. Instructional Note: Focus on linear functions.
A.M.TMS.23	Given two tables representing linear real-world function, determine which is increasing at a greater rate.
A.M.TMS.24	Compare and contrast two functions represented in different tables or graphs (e.g., Store A's Discount Table and Store B's Discount Table) to answer questions.

Functions - Building Functions

Cluster	Build a function that models a relationship between two quantities.
A.M.TMS.25	From a given list recognize linear and exponential functions, including arithmetic sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
A.M.TMS.26	Given a real-world situation, complete a given table to answer questions. For example:

Items Bought	Cost

Geometry – Geometric Measuring and Dimension

Cluster	Explain volume formulas and use them to solve problems.
A.M.TMS.27	Measure quantities accurately (e.g., follow a recipe).

Geometry – Expressing Geometric Properties with Equations

Cluster	Use measurement to solve problems.
A.M.TMS.28	Given coordinates, identify the geometric shapes using proper terminology.
A.M.TMS.29	Find perimeters and areas of squares and rectangles to solve real-world problems.

Geometry – Modeling with Geometry

Cluster	Use coordinates and determine area and perimeter.
A.M.TMS.30	Use scale models to demonstrate an understanding of geometric concepts. • Sketch a scale model using graph paper as needed (e.g., the layout of their house). • Interpret a scale model (e.g., locate specific rooms on a diagram of the school).

Statistics and Probability - Interpreting Categorical & Quantitative Data

Cluster	Summarize, represent, and interpret data on two categorical and quantitative variables.
A.M.TMS.31	Represent data of frequency using tally charts in real world situations.
A.M.TMS.32	Sort data or objects according to characteristics, similarities, and/or associations. Interpret frequencies in the context of the data (e.g., after surveying students, regarding their favorite ice cream flavor, answer related questions).
Cluster	**Summarize, represent, and interpret data on a single count or measurement variable.**
A.M.TMS.33	Represent data with dot plots on a number line.
A.M.TMS.34	Given a dot plot, identify the maximum value, the minimum value, and the mode.
A.M.TMS.35	Interpret differences in graphs of data sets.
A.M.TMS.36	In real world situations, distinguish between the cause and the effect.

Statistics and Probability - Interpreting Categorical & Quantitative Data

Cluster	Understand and evaluate random processes underlying statistical experiments
A.M.TMS.37	Approximate the likelihood of an event based on its probability (e.g., given a weather forecast, determine if it is likely to rain) and make appropriate real-world choices.

West Virginia Alternate Academic Achievement Standards for Science

Introduction

The West Virginia Alternate Academic Achievement Standards for Science describe what students with the most significant cognitive disabilities should know and be able to do. The alternate standards are derived from the general education content standards approved by the WVBE for all students, at the same grade levels. The alternate standards provide the targets for instruction and student learning essential for success in the environments in and out of school that students with severe disabilities are likely to encounter. The West Virginia Alternate Academic Achievement Standards for Science are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

Science is the study of the structures and processes of the physical and natural world through observations and experiments. By its very nature, science embodies the doing of science and engineering practices, which builds and organizes knowledge in the form of testable explanations. The science policy describes students engaging in those practices as they acquire science knowledge and skills necessary for the furtherance of their education and general welfare.

The literacy standards are meant to complement the specific content demands of science, not replace them. West Virginia's vision for education includes the integration of technology and skills throughout the curriculum so that all West Virginia students have the opportunity to develop skills that support achievement. Successful learning environments provide opportunities for students to use educational technology with content in relevant context.

Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

Domains are the broad components that make up a content area e.g., general science; engineering technology, applications of science; life science, physical science, earth and space science, science literacy

Numbering of Standards

The number for each standard and objective is composed of four parts, each part separated by a period:

- the content area code is S for Science,
- the grade level or programmatic level,
- a capital letter or letters indicating the standard,
- the objective number.

Illustration: A.S.3.1 refers to Science, grade 3, standard 1.

Alternate Academic Achievement Standards for Science - Kindergarten

The kindergarten alternate science standards are designed to engage students in the world around them. Kindergarten students engage in active inquiries, investigations and hands-on activities to develop understanding and research skills as described in the standards. Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely. Kindergarten standards include physical, life, earth and space sciences and engineering. In the kindergarten standards, students obtaining and communicating information. Engineering, Technology, and the Application of Science is integrated as students identify and define problems.

The West Virginia Alternate Academic Achievement Standards for Science are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

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).

Cluster	Interdependent Relationship sin Ecosystems: Animals, Plants, and Their Environment
A.S.K.2	Demonstrate what plants and animals (including humans) 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).

Cluster	Weather and Climate
A.S.K.4	Identify current weather and make decisions about appropriate clothing and behaviors.

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).

Alternate Academic Achievement Standards for Science – Grade 1

First grade alternate science standards build on the process skills and add data gathering and reporting. Through a progressive, inquiry-based program of study, students demonstrate skills in the fields of life science, physical science, and earth and space sciences. By engaging in active inquiries, investigations, and hands-on activities, students focus on the major themes of science: systems, changes, and models in order to develop conceptual understanding and research skills as described in the standards. Engineering, Technology, and the Application of Science is integrated as students identify problems. Students use safe and proper techniques for handling, manipulating, caring for science materials, and treating living organisms humanely.

The West Virginia Alternate Academic Achievement Standards for Science are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

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).
A.S.1.2	Identify which materials allow light to pass through and which do not.

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.
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).

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).

Alternate Academic Achievement Standards for Science – Grade 2

Second grade alternate science standards build upon the early stages of experimentation and maintenance of natural curiosity. Through an integrated approach, the inquiry-based program of study provides students opportunities to explore the fields of life science, physical science, and earth and space sciences. By engaging in active inquiries, investigations, and hands-on activities, students focus on the major themes of science: systems, changes, and models in order to develop conceptual understanding and research skills as described in the standards. Engineering, Technology, and the Application of Science is integrated as students identify problems. The content focus develops early observation and experimentation skills. Students use safe and proper techniques for handling, manipulating, and caring for science materials and living organisms.

The West Virginia Alternate Academic Achievement Standards for Science are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

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).
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).
A.S.2.3	Recognize the change in state from liquid to solid or from solid to liquid of the same material.

Cluster	Interdependent Relationships in Ecosystems
A.S.2.4	Conduct an investigation to determine if plants need sunlight and water to grow.

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.
A.S.2.6	Identify where water is found on Earth and that it can be solid or 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).

Alternate Academic Achievement Standards for Science – Grade 3

The third alternate grade science standards build upon experimentation skills. Through an integrated approach, the inquiry-based program of study, students investigate the fields of life science, physical science, and earth and space sciences. By engaging in active inquiries, investigations, and hands-on activities, students use research skills as described in the standards. Testing materials and developing concepts relating to physics and chemistry expand the student's investigative abilities leading to logical conclusions. The content focus is developing observation and identification skills. The Engineering, Technology, and the Application of Science standard prompts students to investigate structures used for solving problems. Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely.

The West Virginia Alternate Academic Achievement Standards for Science are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

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).
A.S.3.2	Conduct an investigation to understand that magnets have an effect on some but not all materials.
A.S.3.3	Investigate uses for magnets.

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).
A.S.3.5	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).

Cluster	Weather and Climate
A.S.3.7	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).

Alternate Academic Achievement Standards for Science – Grade 4

Fourth grade alternate science standards build on the study of geology, physical science, and life science. Through an integrated approach, the inquiry-based program of study, students investigate the fields of life science, physical science, and earth and space sciences. By engaging in active inquiries, investigations, and hands-on activities, students focus on the major themes of science: systems, changes, and models in order to develop conceptual understanding and research skills as described in the standards. Fourth grade science promotes cooperative learning, group decisions, diversity. The content focus is developing observation and identification skills. The Engineering, Technology, and the Application of Science standard prompts students to investigate structures used for solving problems. Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely.

The West Virginia Alternate Academic Achievement Standards for Science are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

General Science

Cluster	**Energy**
A.S.4.1	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).
A.S.4.3	Predict and/or identify outcomes about what will happen when objects of different sizes and traveling different speeds collide.

Cluster	**Waves: Waves and Information**
A.S.4.4	Identify amplitude and wavelength on a model and investigate changes in vibrations.

Cluster	**Structure, Function, 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.
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).

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).
A.S.4.8	Recognize 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).

Alternate Academic Achievement Standards for Science – Grade 5

Fifth grade alternate science standards identify, compare, classify and explain our world. Through an integrated approach, the inquiry-based program of study, students investigate the fields of life science, physical science, and earth and space sciences. By engaging in active inquiries, investigations, and hands-on activities, students focus on the major themes of science: systems, changes, and models in order to develop conceptual understanding and research skills as described in the standards. Fifth grade science expands understanding of earth and sky, habitats of organisms, properties, positions and motions of objects and energy. Major content concepts at the fifth grade level include changes in properties of matter, structures, functions and adaptations of organisms, and the structure of the earth's system. The Engineering, Technology, and the Application of Science standard prompts students to investigate structures used for solving problems. Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely.

The West Virginia Alternate Academic Achievement Standards for Science are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

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.
A.S.5.2	Make observations and/or measurements to identify materials based on their properties (e.g., color, texture, odor, and hardness).

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.
A.S.5.4	Demonstrate that plants need air and water to grow.
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.

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.
A.S.5.7	Use information to show how people can help protect the Earth's resources and how that effects the environment.

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.
A.S.5.9	Identify patterns of daily changes in length and direction of shadows.

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).

Alternate Academic Achievement Standards for Science – Grade 6

Sixth grade alternate science standards build upon students' science understanding from earlier grades and provide deeper understandings in six major content topics: Weather and Climate; Space Systems; Waves and Electromagnetic Radiation; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; and Human Interactions. The standards blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge across the science disciplines. There is a focus on several scientific practices, which include using models; interpreting data; obtaining, evaluating, and communicating information; and engaging in argument from evidence. The Engineering, Technology, and the Application of Science standard is integrated as students identify solutions to problems related to the course standards. Students will engage in active inquiries, investigations, and hands-on activities as they develop and demonstrate conceptual understandings and research and laboratory skills described in the standards. Safety instruction is integrated in all activities, and students will implement safe procedures and practices when manipulating equipment, materials, organisms, and models.

The West Virginia Alternate Academic Achievement Standards for Science are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

Life Science

Cluster	Interdependent Relationships in Ecosystems
A.S.6.1	Use models of food chains/webs to identify producers and consumers in aquatic and terrestrial ecosystems.
A.S.6.2	Identify particular ecosystems where organisms can survive well or not survive.

Cluster	Matter and Energy in Organisms and Ecosystems
A.S.6.3	Identify how resources availability (e.g., food, water, and shelter) affects survival of a population (e.g., wildlife and plants).
A.S.6.4	Identify and/or describe how changes to an ecosystem affect (e.g., drought, flood, fire, building roads and houses) everything within the ecosystem (e.g., wildlife and plants).

Cluster	Waves and Electromagnetic Radiation
A.S.6.5	Use a model to show how light waves or sound waves are reflected, absorbed, or transmitted through various materials (e.g., colored glass, mirrors, water, air, walls).

Earth and Space Science

Cluster	Space Systems
A.S.6.6	Use an Earth-Sun-Moon model to show the orbit of the moon around Earth and its cyclic patterns.

Cluster	Weather and Climate
A.S.6.7	Use observations of local weather conditions to describe patterns over time.

A.S.6.8	Use a model to show regional climates based on the rotation of the Earth.

Cluster	**Human Impacts**
A.S.6.9	Identify solutions to reduce the impacts of natural hazards on humans (e.g., build above a flood plain, build earth quake resistant buildings, monitor emerging alert systems).

Engineering, Technology, and Applications of Science

Cluster	**Engineering Design**
A.S.6.10	Identify possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem (e.g., building a road in a different place if it floods during heavy rains, planting trees to provide habitats for animals, transporting things from one place to another).

Science Literacy

Cluster	**Reading: Key Ideas and Details**
A.S.6.11	Follow 1-2 step directions when taking measurements or carrying out experiments.

Cluster	**Reading: Craft and Structure**
A.S.6.12	Match developmentally appropriate words to domain specific definitions.

Cluster	**Reading: Integration of Knowledge and Ideas**
A.S.6.13	Express developmentally appropriate information visually (e.g., in a flowchart, diagram, model).

Cluster	**Writing: Text Types and Purposes**
A.S.6.14	Create a picture graphic (e.g., paper and pencil, pictures from magazines) to represent developmentally appropriate discipline specific content (e.g., weather, food chain, ecosystems, erosion).

Alternate Academic Achievement Standards for Science – Grade 7

Seventh grade alternate science standards build upon students' science understanding from earlier grades and provide deeper understandings in six major content topics: Systems; History of Earth; Energy; Forces and Interactions; Structure, Function, and Information Processing; and Human Interactions. The standards blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge across the science disciplines. There is a focus on several scientific practices, which include planning, and carrying out investigations; developing and using models; analyzing and interpreting data; obtaining, evaluating, and communicating information; and engaging in argument from evidence. The Engineering, Technology, and the Application of Science standard is integrated as students identify solutions to problems related to the course standards. Students will engage in active inquiries, investigations, and hands-on activities as they develop and demonstrate conceptual understandings and research and laboratory described in the standards. Safety instruction is integrated in all activities, and students will implement safe procedures and practices when manipulating equipment, materials, organisms, and models.

The West Virginia Alternate Academic Achievement Standards for Science are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

Life Science

Cluster	Structure, Function, and Information Processing
A.S.7.1	Describe how organs (e.g., heart, lungs) support the survival of animals, including humans.
A.S.7.2	Use a model to describe that animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways.

Physical Science

Cluster	Energy
A.S.7.3	Test a device (e.g., foam, plastic, or metal container, insulated box, or thermos) to either minimize or maximize thermal energy transfer (e.g., keeping liquids hot or cold, allowing liquids to warm or cool quickly, keeping hands warm in cold temperatures).

Cluster	Forces and Interactions
A.S.7.4	Identify safety equipment or devices that minimize force of a collision (e.g., floor mats, helmets, steel-toed boots).
A.S.7.5	Demonstrate and/or describe the change in motion of objects based on the forces acting on those objects.

Earth and Space Sciences

Cluster	Earth's Systems

A.S.7.6	Use a model to describe changes within the rock cycle between igneous, metamorphic, and sedimentary rock.
A.S.7.7	Use a model to describe the changes within the water cycle.
A.S.7.8	Compare two methods people might use to help protect the Earth's resources.

Cluster	**History of Earth**
A.S.7.9	Describe and/or illustrate how the geoscience processes (e.g., freeze-thaw, wind, rain, runoff) change the Earth's surface (e.g., cracks, crumbling, forming creeks and rivers).

Cluster	**Human Impacts**
A.S.7.10	Illustrate human impact on the government (e.g., water, land, pollution).

Engineering, Technology, and Applications of Science

Cluster	**Engineering Design**
A.S.7.11	Identify possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem (e.g., building a road in a different place if it floods during heavy rains, planting trees to provide habitats for animals, transporting things from one place to another).

Science Literacy

Cluster	**Reading: Key Ideas and Details**
A.S.7.12	Follow 1-2 step directions when taking measurements or carrying out experiments.

Cluster	**Reading: Craft and Structure**
A.S.7.13	Match developmentally appropriate words to domain specific definitions

Cluster	**Reading: Integration of Knowledge and Ideas**
A.S.7.14	Express developmentally appropriate information visually (e.g., in a flowchart, diagram, model).

Cluster	**Writing: Text Types and Purposes**
A.S.7.15	Create a picture graphic (e.g., paper and pencil, pictures from magazine) to represent developmentally appropriate discipline specific content (e.g., weather, food chain, ecosystems, erosion).

Alternate Academic Achievement Standards for Science – Grade 8

Eighth grade alternate science standards build upon students' science understanding from earlier grades and provide deeper understandings in five major content topics: Structure and Properties of Matter; Chemical Reactions; Growth, Development, and Reproduction of Organisms; Natural Selection and Adaptations; and Human Interactions. The standards blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge across the science disciplines. There is a focus on several scientific practices, which include planning, and carrying out investigations; developing and using models; analyzing and interpreting data; obtaining, evaluating, and communicating information. The Engineering, Technology, and the Application of Science standard is integrated throughout instruction as students identify solutions to problems related to the course standards. Students will engage in active inquiries, investigations, and hands-on activities as they develop and demonstrate conceptual understandings and research and laboratory skills described in the standards. Safety instruction is integrated in all activities, and students will implement safe procedures and practices when manipulating equipment, materials, organisms, and models.

The West Virginia Alternate Academic Achievement Standards for Science are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

Life Science

Cluster	**Growth, Development, and Reproduction of Organism**
A.S.8.1	Describe how environmental resources (e.g., food, light, space, water) influence growth of organisms.
A.S.8.2	Make a claim supported by evidence that offspring inherit traits from their parents.

Cluster	**Natural Selection and Adaptations**
A.S.8.3	Identify the changes in fossils throughout the history of life on Earth.
A.S.8.4	Match particular species of plants and/or animals to their environments.

Physical Science

Cluster	**Structure and Properties of Matter**
A.S.8.5	Develop models of atoms and simple molecules.
A.S.8.6	Provide examples of using natural resources to create synthetic materials and the impact on society.
A.S.8.7	Provide evidence that some changes caused by heating or cooling can be reversed and some cannot.

Cluster	**Chemical Reactions**
A.S.8.8	Interpret and analyze data on the properties (e.g., color, texture, odor, and state of matter) of substances before and after chemical changes have occurred (e.g., burning sugar or burning steel wool, rusting metals, dissolving an effervescent tablets).

Earth and Space Science

Cluster	Human Impact
A.S.8.9	Demonstrate an understanding that an increase in human population will require more resources from the Earth.

Engineering, Technology, and Applications of Science

Cluster	Engineering Design
A.S.8.10	Identify possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem (e.g., building a road in a different place if it floods during heavy rains, planting trees to provide habitats for animals, transporting things from one place to another).

Science Literacy

Cluster	Reading: Key Ideas and Details
A.S.8.11	Follow 1-2 step directions when taking measurements or carrying out experiments.

Cluster	Reading: Craft and Structure
A.S.8.12	Match developmentally appropriate words to domain specific definitions.

Cluster	Reading: Integration of Knowledge and Ideas
A.S.8.13	Express developmentally appropriate information visually (e.g., in a flowchart, diagram, model).

Cluster	Writing: Text Types and Purposes
A.S.8.14	Create a picture graphic (e.g., paper and pencil, pictures from magazine) to represent developmentally appropriate discipline specific content (e.g., weather, food chain, ecosystems, erosion).

Alternate Academic Achievement Standards for Science – Grade 9

The ninth grade alternate earth and space science (ESS) course builds upon science concepts from middle school. Disciplinary core ideas, science and engineering practices, and crosscutting concepts are intertwined as students focus on five ESS content topics: Space Systems, History of Earth, Earth's Systems, Weather and Climate, and Human Sustainability. The standards strongly reflect the many societally relevant aspects of ESS (resources, hazards, environmental impacts) with an emphasis on using engineering and technology concepts to design solutions to challenges facing human society. The Engineering, Technology, and the Application of Science standard is integrated throughout instruction as students define problems and design solutions related to the course standards. There is a focus on several scientific practices which include developing and using models, conducting investigations, analyzing and interpreting data, constructing explanations and designing solutions. Students will engage in active inquiries, investigations, and hands-on activities as they develop and demonstrate conceptual understandings and research and laboratory skills described in the standards. Safety instruction is integrated in all activities, and students will implement safe procedures and practices when manipulating equipment, materials, organisms, and models.

The West Virginia Alternate Academic Achievement Standards for Science are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

Earth and Space Science

Cluster	Space System
A.K.9.1	Use a model of the Earth-Sun-Moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

Cluster	History of Earth
A.K.9.2	Use a model to show how constructive forces (e.g., volcanoes) and destructive mechanisms (e.g., weathering, coastal erosions) change Earth's surface.

Cluster	Earth's System
A.K.9.3	Use evidence to support a claim that one change to Earth's surface can cause other changes over time (e.g., clear cutting a forest will increase erosion, damming a river may stop fish migration).
A.K.9.4	Use a model to describe the effects of water on Earth's surface (e.g., weathering, erosion, deposition, sedimentation).

Cluster	Weather and Climate
A.K.9.5	Using a model, demonstrate an understanding of how the effects of changes in climate can impact human lives.

Cluster	Human Sustainability
A.K.9.6	Demonstrate an understanding of how natural hazards have influenced human activity.
A.K.9.7	Construct an argument for a strategy to conserve, recycle, or reuse resources.

A.K.9.8	Analyze data to determine the effects of a conservation strategy on the level of a natural resource.
A.K.9.9	Identity how Earth systems being modified due to human activity (e.g., mountains removed for mining and building roads, rivers widened for boat transportation, animal populations decreased due to deforestation, fish populations decreased due to overfishing).

Earth and Space Science

Cluster	**Engineering Design**
A.K.9.10	Generate and compare multiple possible solutions to a real-world problem based on how well each is likely to meet the criteria and constraints of the problem.

Science Literacy

Cluster	**Reading: Key Ideas and Details**
A.K.9.11	Follow procedures when taking measurements or carrying out experiments.

Cluster	**Reading: Craft and Structure**
A.K.9.12	Identify the meaning of symbols, key terms, and other domain-specific words and phrases.

Cluster	**Reading: Integration of Knowledge and Ideas**
A.K.9.13	Express information visually (e.g., in a flowchart, diagram, model).

Cluster	**Writing: Text Types and Purpose**
A.K.9.14	Compare and contrast discipline-specific content using domain-specific vocabulary to explain the topic.
A.K.9.15	Provide an explanation of discipline-specific content using domain-specific vocabulary to explain the topic.

Alternate Academic Achievement Standards for Science – Biology (Grade 10)

The tenth grade alternate biology content provides more in-depth studies of the living world. Disciplinary core ideas, science and engineering practices, and crosscutting concepts are intertwined as students focus on five life science topics: Structure and Function, Inheritance and Variation of Traits, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, and Natural Selection and Evolution. The Engineering, Technology, and the Application of Science standard is integrated throughout instruction as students define problems and design solutions related to the course standards. There is a focus on several scientific practices, which include developing and using models, planning and conducting investigations, analyzing and interpreting data, constructing explanations and designing solutions. Students will engage in active inquiries, investigations, and hands-on activities as they develop and demonstrate conceptual understandings and research and laboratory skills described in the standards. Safety instruction is integrated in all activities, and students will implement safe procedures and practices when manipulating equipment, materials, organisms, and models.

The West Virginia Alternate Academic Achievement Standards for Science are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

Life Science

Cluster	Structure and Function
A.S.10.1	Explain how different organs of the body carry out essential functions of life.
A.S.10.2	Use a model to illustrate the organization and interaction of major organs into systems (e.g., circulatory, respiratory, digestive, sensory) in the body to provide specific functions.
A.S.10.3	Collect data from an investigation to show how different organisms react to change (e.g., heart rate increases with exercise, pupils react to light).

Cluster	Matter and Energy in Organisms and Ecosystems
A.S.10.4	Use models to describe the energy transfer from the sun to producers to consumers.

Cluster	Interdependent Relationships in Ecosystems
A.S.10.5	Use graphical representations to explain changes over time in the population size of an animal species including those on the endangered list.
A.S.10.6	Use graphical representations to explain an animal's dependence on its ecosystem (e.g., competition with other organisms, challenges due to climate, availability of land, food, water, shelter).
A.S.10.7	Evaluate a strategy to protect a species.

Cluster	Inheritance and Variation of Traits
A.S.10.8	Use a model to illustrate how growth occurs when cells multiply.
A.S.10.9	Explain why reproduction may or may not result in offspring with different traits.

Cluster	Natural Selection and Evolution

A.S.10.10	Explain how the traits of particular species allow them to survive in their specific environments.
A.S.10.11	Interpret data sets to identify an advantageous heritable trait.

Engineering, Technology and Applications of Science

Cluster	**Engineering Design**
A.S.10.12	Generate and compare multiple possible solutions to a real-world problem based on how well each is likely to meet the criteria and constraints of the problem.

Science Literacy

Cluster	**Reading: Key Ideas and Details**
A.S.10.13	Follow procedures when taking measurements or carrying out experiments.

Cluster	**Reading: Craft and Structure**
A.S.10.14	Identify the meaning of symbols, key terms, and other domain-specific words.

Cluster	**Reading: Integration of Knowledge and Ideas**
A.S.10.15	Express information visually (e.g., in a flowchart, diagram, model).

Cluster	**Writing: Text Types and Purposes**
A.S.10.16	Compare and contrast discipline-specific content using domain-specific vocabulary to explain the topic.
A.S.10.17	Provide an explanation of discipline-specific content using domain-specific vocabulary to explain the topic.

Alternate Academic Achievement Standards for Science – Physical Science

The alternate physical science course develops understandings of the core concepts from chemistry and physics: Structure and Properties of Matter; Chemical Reactions; Forces and Interactions; Energy; and Waves and Electromagnetic Radiation. The objectives in Physical Science allow high school students to explain more in-depth phenomena central not only to the physical sciences, but to life science and earth and space science, as well. These objectives blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. There is a focus on several scientific practices, which include developing and using models, planning and conducting investigations, analyzing and interpreting data, and constructing explanations. Students are expected to use these practices to demonstrate understanding of the core ideas as well as demonstrate understanding of several engineering practices. Students will engage in active inquiries, investigations, and hands-on activities as they develop and demonstrate conceptual understandings and research and laboratory skills described in the objectives. Safety instruction is integrated in all activities, and students will implement safe procedures and practices when manipulating equipment, materials, organisms, and models.

The West Virginia Alternate Academic Achievement Standards for Science are written for students with significant cognitive disabilities with the understanding that the student's IEP will determine appropriate accommodations and modifications. In addition to the accommodations and modifications listed on the student's IEP, teacher selected scaffolding, guidance, and support are appropriate to best meet the individual student needs with increasing challenge as the learning progresses.

Physical Science

Cluster	Structure and Properties of Matter
A.S.11.1	Use a model to describe that matter is made of particles too small to be seen.

Cluster	Chemical Reactions
A.S.11.2	Identify the changes that occurred during a chemical reaction.
A.S.11.3	Recognize a release or absorption of energy from a chemical reaction.

Cluster	Forces and Integrations
A.S.11.4	Evaluate the effectiveness of safety devices and design a solution that could minimize the force of a collision.
A.S.11.5	Build electromagnets to provide evidence that an electric current can produce a magnetic field.

Cluster	Energy
A.S.11.6	Test and refine a device (e.g., foam, plastic, metal containers, insulated box, or thermos) to either minimize or maximize thermal energy transfer (e.g., keeping liquids hots or cold, allowing liquids to warm or cool quickly, keeping hands warm in cold temperatures).
A.S.11.7	Investigate and predict the temperatures of two liquids before and after combining to show uniform energy distribution.
A.S.11.8	Identify how devices convert one kind of energy to another (e.g., flashlight – stored chemical energy to light and heat energy, toaster – electric energy to heat energy).

Cluster	Waves and Electromagnetic Radiation
A.S.11.9	Use a model to demonstrate an understanding that waves (e.g., light, sound, radio) are reflected, absorbed, or transmitted through various materials.
A.S.11.10	Identify how each of the types of electromagnetic radiation is used or found in our everyday lives.
A.S.11.11	Provide evidence that shows how some devices use light and soundwaves to transmit and capture information.

Engineering, Technology and Application Science

Cluster	Engineering Design
A.S.11.12	Compare and contrast several design solutions to identify the best characteristics of each that can be combined in new solution to better meet the criteria for success.

Science Literacy

Cluster	Reading: Key Ideas and Details
A.S.11.13	Follow multistep procedures when taking measurements or carrying out experiments.

Cluster	Reading: Craft and Structure
A.S.11.14	Identify the meaning of symbols, key terms, and other domain-specific words and phrases.

Cluster	Reading: Integration of Knowledge and Ideas
A.S.11.15	Express information visually (e.g., in a flowchart, diagram, model).

Cluster	Writing: Text Types and Purposes
A.S.11.16	Compare and contrast discipline-specific content using well-chosen facts and domain-specific vocabulary to explain the topic.
A.S.11.17	Provide an explanation of discipline-specific content using well-chosen facts and domain-specific vocabulary to explain the topic.