

Grades 11–12

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Subject	Grades	Strand	Standard	Benchmark

Grades 11–12: Reading Process

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.1112.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will read text with accuracy and adjust reading rate based on purpose (e.g., for pleasure, information, task completion) and difficulty.		<i>Supported:</i> The student will read text with accuracy and adjust reading rate based on difficulty.	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - accurately and consistently identify pictures or symbols paired with words in stories and in real-world activities; and - identify pictures or symbols paired with words to indicate the next step in a familiar real-world activities.

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
	The student will:		
LA.1112.1.6.1	- use new vocabulary that is introduced and taught directly;		
LA.1112.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;		
LA.1112.1.6.3	- use context clues to determine meanings of unfamiliar words;		
LA.1112.1.6.4	- categorize key vocabulary and identify salient features;		
LA.1112.1.6.5	- relate new vocabulary to familiar words;		
LA.1112.1.6.6	- distinguish denotative and connotative meanings of words;		
LA.1112.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.1112.1.6.8	- identify advanced word/phrase relationships and their meanings;		
LA.1112.1.6.9	- determine the correct meaning of words with multiple meanings in context;		
LA.1112.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and		
LA.1112.1.6.11	- identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).		
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Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and graphics to determine meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode unknown words; - recognize and use prefixes, suffixes, and root words; - identify word relationships (e.g., common analogies); - determine the meaning of a word with multiple meanings (e.g., homographs) in text; and - determine the meaning of unknown words using a dictionary and digital tools. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and graphics to determine meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode unknown words; - recognize and use common prefixes, suffixes, and root words; - determine the meaning of a word with multiple meanings (e.g., homographs) in text; and - determine the meaning of unknown words using a dictionary and digital tools. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify new vocabulary that is introduced and taught directly; - listen and respond to stories and informational text; - identify persons, objects, and actions by name or characteristic; - select and respond to objects, pictures, or symbols paired with words in the context of familiar real-world situations; and - seek assistance to clarify the meaning of vocabulary.
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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
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	The student will:
LA.1112.1.7.1	- use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.1112.1.7.2	- analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning;
LA.1112.1.7.3	- determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
LA.1112.1.7.4	- identify cause-and-effect relationships in text;
LA.1112.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.1112.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.1112.1.7.7	- compare and contrast elements in multiple texts; and

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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
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	The student will:
LA.1112.1.7.8	<ul style="list-style-type: none"> - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - use background knowledge of the subject, guided previewing strategies (e.g., previewing, discussing, generating questions), graphic representations, and text features to make and confirm predictions of content and purpose of reading selections; - identify how the author’s purpose (e.g., inform, entertain, persuade) and point of view are used in a variety of text and media (e.g., stories, letters, reports, periodicals, advertisements); - determine the main idea or essential message in real-world text through retelling, guided summarizing, and identifying relevant details and facts; - identify cause and effect relationships in stories and informational text; - identify a variety of text structures (e.g., comparison/contrast, cause/effect relationships, chronological order, lists, question/answer) in real-world text using strategies, including graphic organizers and structured note-making, and describe how they impact meaning in text; - identify text with similar topics or themes by different authors; - identify similarities and differences in characters, actions, settings, or problems and details in two texts; and - use strategies to repair comprehension of real-world text, including but not limited to rereading, checking context clues, predicting, structured note-making, using graphic organizers, questioning, and requesting assistance for clarification. 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - use background knowledge of the subject, graphic representations, and text features (e.g., title, graphics, table of contents, headings, text styles, simple charts, maps, glossary) to make and confirm predictions of content and purpose of reading selections; - identify the author’s purpose (e.g., inform, entertain, persuade) in a variety of text and media; - determine the main idea or essential message in real-world text through guided retelling and identifying the topic and supporting details; - identify explicit cause/effect relationships in stories and informational text; - identify explicit text structures (e.g., lists, similarities and differences, sequence of events, cause/effect) in real-world text using strategies, including graphic organizers; - identify stories with similar topics or themes by different authors; - identify similarities and differences in characters, actions, or settings and details in two texts; and - use strategies to repair comprehension of real-world text, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification. 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - identify persons, objects, settings, and events in read-aloud narrative and informational text; - respond purposefully to pictures or symbols paired with words in school and real-world situations; - recognize topic and details in read-aloud stories and informational text used in daily activities in school and real-world situations; - use pictures or symbols paired with words to achieve desired cause/effect outcomes in school and real-world situations; and - use resources when necessary to clarify meaning of pictures, symbols, or words in school and real-world activities.
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Grades 11–12: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.1112.2.1.1	- analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
LA.1112.2.1.2	- analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
LA.1112.2.1.3	- analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
LA.1112.2.1.4	- analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
LA.1112.2.1.5	- analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;
LA.1112.2.1.6	- create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an author’s use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an author’s development of time and sequence (e.g., through the use of complex literary devices such as foreshadowing and flashback);
LA.1112.2.1.7	- analyze, interpret, and evaluate an author’s use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader’s emotions;
LA.1112.2.1.8	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
LA.1112.2.1.9	- describe changes in the English language over time, and support these descriptions with examples from literary texts; and
LA.1112.2.1.10	- select a variety of age and ability appropriate fiction materials to read based on knowledge of authors’ styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
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Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - describe distinguishing features of various works of literature, including genre (e.g., short story, novel, biography, poetry, drama), word choice, and theme; - identify elements (e.g., character development, setting, plot structure, theme, word choice) in a variety of literary works; - explain how various literary devices (e.g., sound, figurative language, graphics) convey mood and meaning in poetry; - identify universal themes found in works of literature; - write a literary response that includes a description of the literary elements (e.g., character development, setting, plot structure, theme, word choice); - write a reflection that describes how literary elements and the use of literary devices (e.g., sound, figurative language, graphics) in a selection connects to life experiences and impacts the reader based on support from the text, personal experiences, or other sources; - describe the use of literary devices (e.g., point of view, figurative language, idioms) in a literature selection; - identify ideas and theme in historical literary works; - identify common examples of language that have been influenced by history and culture; and - select a variety of fiction materials and genres based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify similarities and differences in characteristics of works of literature of various genres (e.g., fiction, poetry, and drama); - identify characters, setting, problem/solution, and theme in literary works; - identify literary devices (e.g., sound, descriptive language, line length, illustrations) used in poetry; - identify a common theme in more than one literary work; - write a literary response that identifies characters, setting, problem/solution, and theme; - write a reflection that describes how the characters, setting, problem/solution, or theme and the use of descriptive language or illustrations in a selection connect to life experiences; - identify common literary devices (e.g., point of view, figurative language, idioms) in stories; - recognize the theme in historical literary works; - recognize common examples of language that have been influenced by history and culture; and - select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify characters, objects, actions, and settings in read-aloud literature from various genres (e.g., fiction, poetry, drama); - recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud literature; - use pictures, symbols, and words to identify characters, objects, actions, and settings in read-aloud literature; and - select fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.
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Nonfiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:	
LA.1112.2.2.1	- analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);	
LA.1112.2.2.2	- use information from the text to answer questions or to state the main idea or provide relevant details;	
LA.1112.2.2.3	- organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);	
LA.1112.2.2.4	- identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and	
LA.1112.2.2.5	- select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary); - use information from nonfiction text to identify the main idea and supporting details; - organize information to show understanding (e.g., using graphic organizers, guided retelling, and summarizing); - identify basic characteristics of variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams, job-related materials); and - select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify information in text features (e.g., title, illustrations and graphics, table of contents, headings, various text styles, simple charts and maps, glossary); - use information from read-aloud nonfiction text to identify the main idea and supporting details; - organize information to show understanding (e.g., using simple graphic organizers, guided retelling); - identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries, magazines, newspapers, instructions, manuals, job-related materials); and - select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - recognize persons, objects, and actions in read-aloud informational text; - respond purposefully to pictures or symbols paired with words used to guide classroom, school, and real-world activities; - identify pictures or symbols paired with words depicting a sequence in familiar activities; and - select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

Grades 11–12: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.1112.3.1.1	- generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;		
LA.1112.3.1.2	- making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and		
LA.1112.3.1.3	- using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent:</i> The student will prewrite by:</p> <ul style="list-style-type: none"> - generating ideas through a variety of sources (e.g. brainstorming, notes, graphic organizers, discussion, printed materials); - determining the purpose (e.g., inform, entertain, persuade, explain), intended audience, and central idea and related main ideas and supporting details for writing; and - using graphic organizers, charts, and outlines to create an organizational plan for writing. 	<p><i>Supported:</i> The student will prewrite by:</p> <ul style="list-style-type: none"> - generating ideas through a variety of sources (e.g., discussions, lists, printed materials); - identifying the purpose (e.g., inform, entertain, persuade), intended audience, and main idea and - supporting details for writing; and - using graphic organizers, charts, or outlines to arrange main ideas and relevant supporting details into a logical sequence. 	<p><i>Participatory:</i> The student will select information about a real-world topic for communication.</p>	

Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:		
LA.1112.3.2.1	- developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;		
LA.1112.3.2.2	- establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and		
LA.1112.3.2.3	- analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will draft writing by: <ul style="list-style-type: none"> - using a prewriting plan to develop central idea, main ideas, and supporting details; and - arranging ideas in a logical sequence with clear patterns of organization. 	<i>Supported:</i> The student will draft writing by: <ul style="list-style-type: none"> - using a prewriting plan to develop the main ideas and supporting details; and - organizing ideas with a logical sequence and a clear beginning, middle, and end according to the purpose and plan for writing. 	<i>Participatory:</i> The student will draft a product that communicates information about a real-world topic using pictures, symbols, or words.	

Revising	Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:	
LA.1112.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	
LA.1112.3.3.2	- creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;	
LA.1112.3.3.3	- creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and	
LA.1112.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent.</i> The student will revise the draft by:</p> <ul style="list-style-type: none"> - reviewing for content, focus, organization, word choice, and use of simple and compound sentences; - improving connections between main ideas and details by using transitional words, phrases, or sentences to clarify meaning and modifying details as needed to communicate the purpose; - rearranging or changing words and sentences to clarify meaning or add interest using resources and reference materials to select vocabulary; and - using tools and strategies (e.g., checklists, rubrics dictionary, teacher review, peer review) to improve writing. 	<p><i>Supported.</i> The student will revise the draft by:</p> <ul style="list-style-type: none"> - reviewing for content, organization and word choice and use of complete sentences to express ideas; - improving connections between main idea and details; - adding descriptive words or details using resources to change word choices or select new vocabulary; and - using tools, strategies, and resources to improve the writing (e.g., teacher review, peer review, dictionary). 	<p><i>Participatory.</i> The student will revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.</p>

Editing for Language Conventions	Standard: The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:	
LA.1112.3.4.1	- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (<i>laissez faire</i> , <i>croissant</i>);	
LA.1112.3.4.2	- capitalization, including names of academic courses and proper adjectives;	
LA.1112.3.4.3	- punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;	
LA.1112.3.4.4	- grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and	
LA.1112.3.4.5	- varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> - spelling of high frequency words and phonetically regular words using spelling rules, orthographic patterns, and knowledge of common root words, prefixes, and suffixes; - capitalization, including proper nouns and titles, the pronoun "I," days of the week and months of the year, initial word in sentences, and titles of books; - end punctuation, quotation marks, and commas; - subject and verb agreement; and - complete sentences. 	<p><i>Supported:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> - spelling of phonetically regular and high frequency words using a word bank, dictionary, or other resource as necessary; - capitalization, including initial word in sentences, proper names, the pronoun "I," days of the week, and months of the year; - end punctuation for sentences and commas in dates; - singular and plural nouns; and - complete sentences. 	<p><i>Participatory:</i> The student will revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.</p>

Publishing		Standard: The student will write a final product for the intended audience.	
	The student will:		
LA.1112.3.5.1	- prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);		
LA.1112.3.5.2	- include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and		
LA.1112.3.5.3	- sharing with others, or submitting for publication.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: <ul style="list-style-type: none"> - prepare writing in a format appropriate for the purpose and audience; - use required spacing and margins to indicate paragraphs and other key features of text and include graphics or illustrations as needed to enhance writing; and - share finished writing with intended audience. 	<i>Supported:</i> The student will: <ul style="list-style-type: none"> - prepare writing appropriate to the purpose; - use required spacing and margins and include graphics or illustrations as needed; and - share writing with the intended audience. 	<i>Participatory:</i> The student will produce final products that effectively communicate information about a real-world topic using pictures, symbols, or words.	

Grades 11–12: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.1112.4.1.1	- write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and		
LA.1112.4.1.2	- incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: <ul style="list-style-type: none"> - write narratives about events or experiences using clear language and format appropriate to the purpose and intended audience with a main idea, descriptive details, a logical sequence of events, setting, and plot; and - write expressive forms (e.g., poems, plays, songs) appropriate to the purpose and intended audience that include rhythm and rhyme, dialogue, appropriate format and figurative language. 	<i>Supported:</i> The student will: <ul style="list-style-type: none"> - write a narrative about real or imagined events that includes a main idea, descriptive details, characters, sequence of events, and setting; and - write expressive forms (e.g., poetry, skits). 	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - communicate information that tells about persons, objects, and events according to the audience and purpose; and - recognize patterns and images in familiar poetry, dialogue, songs, and rhymes. 	

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
	The student will:		
LA.1112.4.2.1	- write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);		
LA.1112.4.2.2	- record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;		
LA.1112.4.2.3	- write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;		
LA.1112.4.2.4	- write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);		
LA.1112.4.2.5	- write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and		
LA.1112.4.2.6	- write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - write in a variety of expository forms (e.g., summary, newspaper article, log, journal, brief report); - record information (e.g., observations, notes, lists, charts, labels, legends) related to a topic; - write expository paragraphs that contain a topic sentence, supporting details, and relevant information; - write a formal letter using a conventional business letter format (e.g., heading, salutations, body, closing, signature) and address an envelope; - write functional text for real-world situations (e.g., lists, instructions, reminder notes, telephone messages); and - complete work-related documents (e.g., job applications, personal resume, memos). 		<ul style="list-style-type: none"> - write in a variety of expository forms (e.g., daily journal, log, brief article); - record information (e.g., observations, notes, lists, labels, charts) related to a topic; - write an expository paragraph that includes a topic sentence, supporting details, and relevant information about the topic; - compose a friendly or formal letter and address an envelope using resources (e.g., model or template, dictionary, adult assistance); - write functional text for real-world situations (e.g., lists, reminder notes, telephone messages); and - complete work-related documents (e.g., job application, personal resume). 	<ul style="list-style-type: none"> - communicate information about topics using pictures, symbols, or words; - communicate information about activities and tasks in a real-world situation; - communicate a message or invitation to the intended person or group in a real-world situation; - express preferences and choices for activities; and - communicate preferences for possible career or adult activities.

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
	The student will:		
LA.1112.4.3.1	- write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and		
LA.1112.4.3.2	- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, sentences, paragraph) that includes detailed evidence to support why the topic or activity is important.	<i>Supported.</i> The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, poster, message) that shows why the topic or activity is important.	<i>Participatory.</i> The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities in real-world situations.	

Grades 11–12: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
LA.1112.5.1.1	The student will use fluent and legible handwriting skills.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will use legible handwriting.	<i>Supported.</i> The student will use legible handwriting.	<i>Participatory.</i> The student will use pictures, symbols, or words to communicate meaning.	

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.
	The student will:	
LA.1112.5.2.1	- demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;	
LA.1112.5.2.2	- apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;	
LA.1112.5.2.3	- use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates one's own and others' oral presentations according to designed rubric criteria;	
LA.1112.5.2.4	- use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and	
LA.1112.5.2.5	- research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - use effective listening skills and behaviors for a variety of purposes and demonstrate understanding by asking and answering relevant questions about oral presentations; - apply oral communication skills in interviews with familiar persons, brief presentations, and other real-world situations; - use information from multiple sources and visual aids to deliver oral presentations that inform, persuade, or entertain; - adjust voice, tone, and language to match requirements of real-world situations; and - organize information and deliver speeches to entertain, inform, and persuade for a variety of purposes. 	<ul style="list-style-type: none"> - use effective listening skills and behaviors for a specified purpose and demonstrate understanding by answering relevant questions about oral presentations; - apply oral communication skills in interviews with familiar persons and other real-world situations; - locate and use information in familiar sources for oral presentations for specific occasions; - adjust conversational language to match requirements of real-world settings; and - organize ideas and give informal oral presentations about real-world situations using appropriate eye contact, body language, and gestures. 	<ul style="list-style-type: none"> - listen and demonstrate understanding of information in real-world situations; - communicate information and requests in familiar activities in real-world situations; and - communicate information and preferences to a variety of individuals in real-world situations.

Grades 11–12 : Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
	The student will:		
LA.1112.6.1.1	- explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding;		
LA.1112.6.1.2	- analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and		
LA.1112.6.1.3	- use the knowledge to create workplace, consumer, or technical documents.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will use familiar pictures, symbols, or words to make choices and complete consumer, workplace, or other real-world tasks.
<ul style="list-style-type: none"> - locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary); - identify specific features of consumer, workplace, or other real-world documents or manuals (e.g., diagrams, instructions, organization of content) and use the information to follow procedures, solve problems, and make decisions; and - create a personal job aid (e.g., checklist, pictured directions, step-by-step procedures). 		<ul style="list-style-type: none"> - identify information in text features (e.g., title, illustrations, graphics, table of contents, headings various text styles, simple charts and maps, glossary); - use easy-to-read consumer, workplace, or other real-world documents or manuals for consumer, workplace, and real-world tasks; and - create a personal job aid (e.g., pictured directions). 	

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.	
	The student will:		
LA.1112.6.2.1	- select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;		
LA.1112.6.2.2	- organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;		
LA.1112.6.2.3	- write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and		
LA.1112.6.2.4	- understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.		
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Research Process	Standard: The student uses a systematic process for the collection, processing, and presentation of information.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify a problem and develop a search plan to select resources for information; - locate and obtain information from multiple references or resources (e.g., digital or print texts, maps, charts, graphs, photographs) and use appropriate sources to check the accuracy of information; - write a report that includes a main idea and relevant details in an organized sequence that supports the topic, with direct quotations, a concluding statement, and a list of sources used; and - identify and use legal and ethical practices for the use of information in media and other sources in compliance with the law. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - select a topic and use a predetermined search plan to locate information in references or other sources; - locate information (e.g., digital or print texts, charts, photographs) to answer search questions and determine whether content in informational materials is accurate; - write a report that includes a title, main idea and organized details, relevant illustrations and graphics, a closing statement, and a list of sources used; and - follow ethical practices when using media and other sources for information. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - select a topic of interest to explore; - use teacher-recommended sources to obtain information about the topic and seek assistance to clarify meaning of pictures, symbols, or words; - communicate information about selected topic using pictures, symbols, or words; and - identify sources of information used in communication.
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Media Literacy	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
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	The student will:
LA.1112.6.3.1	- distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
LA.1112.6.3.2	- ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
LA.1112.6.3.3	- demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify persuasive techniques in mass media and determine if media messages are from reliable sources; - use media with graphics, sound, or color to communicate information on a topic; and - select print and nonprint media to use in oral presentations. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - recognize persuasive techniques in mass media and identify information that is obviously not correct; - use media with graphics to communicate information; and - select print and nonprint media to use in an oral presentation. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - recognize persuasive information presented in mass media; - use media to obtain information; and - use print or nonprint media to communicate information.
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Technology	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:	
LA.1112.6.4.1	- select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and	
LA.112.6.4.2	- routinely use digital tools for publication, communication and productivity.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent.</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - use appropriate available technologies to enhance communication; and - select and use technology tools to publish and present information on a variety of topics. 	<ul style="list-style-type: none"> - use appropriate available technologies to enhance communication; and - use technology tools to publish and present a topic or story with text and graphics. 	<ul style="list-style-type: none"> - use appropriate available technologies to enhance communication; and - use a technology tool to communicate information in real-world situations.