

Grades 9–10

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Subject	Grades	Strand	Standard	Benchmark

Grades 9–10: Reading Process

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.910.1.5.1	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: <ul style="list-style-type: none"> - read text with accuracy; and - adjust reading rate based on purpose (e.g., for pleasure, information, and task completion) and difficulty. 		<i>Supported:</i> The student will read text with accuracy	<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 school activities; and - identify pictures or symbols paired with words to indicate the next step in a familiar school activity.

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
	The student will:		
LA.910.1.6.1	- use new vocabulary that is introduced and taught directly;		
LA.910.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;		
LA.910.1.6.3	- use context clues to determine meanings of unfamiliar words;		
LA.910.1.6.4	- categorize key vocabulary and identify salient features;		
LA.910.1.6.5	- relate new vocabulary to familiar words;		
LA.910.1.6.6	- distinguish denotative and connotative meanings of words;		
LA.910.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.910.1.6.8	- identify advanced word/phrase relationships and their meanings;		
LA.910.1.6.9	- determine the correct meaning of words with multiple meanings in context;		
LA.910.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and		
LA.910.1.6.11	- identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).		
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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 meanings 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) and their meaning; - determine the meaning of a word with multiple meanings (e.g., homographs) in text; - determine the meaning of unknown words using a dictionary and digital tools; and - identify common words and phrases from other languages. 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) and their meaning; - determine the meaning of a word with multiple meanings (e.g., homographs) in text; - determine the meaning of unknown words using a dictionary and digital tools; and - identify common words and phrases from other languages. 	<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 meanings of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode multi-syllabic words; - recognize and use common prefixes (re- and un-) and suffixes (-er); - 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; and - select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.

Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
	The student will:
LA.910.1.7.1	- 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.910.1.7.2	- analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning;
LA.910.1.7.3	- determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.910.1.7.4	- identify cause-and-effect relationships in text;
LA.910.1.7.5	- 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.910.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.910.1.7.7	- compare and contrast elements in multiple texts; and
LA.910.1.7.8	- 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.
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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.	
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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 background knowledge of the subject, guided previewing strategies, graphic representations, and text - features to make and confirm predictions of content and purpose of reading selections; - identify the author’s purpose (e.g., to inform, entertain, persuade) and point of view (e.g., first person) in text and use the information to construct meaning; - determine the main idea or essential message in 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) using strategies, including graphic organizers and structured note-making, and describe how they impact meaning in text; - identify the theme in fiction or nonfiction selections; - identify similarities and differences in characters, actions, or settings or main idea and details in two texts; and - use strategies to repair comprehension, including but not limited to rereading, checking context clues, 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 and text features (e.g., title, illustrations, graphics, table of contents, headings, various text styles, simple charts and maps, glossary) to make and confirm predictions of content and reading selections; - identify the author’s purpose (e.g., inform, entertain, persuade) using key words, phrases, and graphics in a variety of reading selections; - determine the main idea or essential message in text through guided retelling and identifying the topic and supporting details; - identify explicit cause/effect relationships in stories and informational text; - identify fiction or nonfiction selections based on a theme (e.g., bravery, friendship); - identify similarities and differences and sequence of events in stories and informational text using strategies, including graphic organizers; and - use strategies to repair comprehension, including but not limited to rereading, context clues, predicting, using graphic organizers, and checking own understanding when reminded. 	<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; - make purposeful responses to pictures or symbols paired with words in school settings; - recognize details and what happened in read-aloud stories and informational text; - use pictures or symbols paired with words to achieve desired cause/effect outcomes in school activities; and - use resources when necessary to clarify meaning of pictures, symbols, or words in school activities.

Grades 9–10: 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.910.2.1.1	- 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.910.2.1.2	- 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.910.2.1.3	- explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
LA.910.2.1.4	- identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
LA.910.2.1.5	- analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
LA.910.2.1.6	- create a complex, multi-genre response to the reading of two or more literary works, 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, imagery), and analyzing an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;
LA.910.2.1.7	- 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;
LA.910.2.1.8	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
LA.910.2.1.9	- identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
LA.910.2.1.10	- 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 works of various genres of literature (e.g., fiction, poetry, drama); - identify literary elements (e.g., character development, setting, plot structures, theme, word choice) in a variety of literary works; - describe how literary devices (e.g., sound, figurative language, graphics) convey mood and meaning in poetry; - identify a common theme in more than one literary genre; - describe the literary elements (e.g., character development, setting, plot structure, theme, word choice) in a literature selection; - describe how literary elements and a literary device in a selection connect to life experiences and impact the reader with support from the text or other sources; - identify language that create images in various kinds of literature; - 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 and 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 differences in characteristics of works of literature of various genres (e.g., fiction, poetry, drama); - identify characters, setting, problem/solution, and theme in literary works; - identify literary devices (e.g., sound, descriptive language) used in poetry; - identify a common theme in more than one literary work; - describe the use of characters, setting, problem/solution, and theme in a literature selection; - describe how the characters, setting, problem/solution, or theme and the use of descriptive language in a selection connect to life experiences; - identify language that creates images in stories and poems; - 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 and 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 describe characters, objects, and actions and settings in read-aloud literature; and - select fiction materials based on interest and 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.910.2.2.1	- 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.910.2.2.2	- use information from the text to answer questions or to state the main idea or provide relevant details;		
LA.910.2.2.3	- 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, or outlining);		
LA.910.2.2.4	- 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.910.2.2.5	- 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			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<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, and guided retelling, summarizing); - identify basic characteristics of variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams); and - select a variety of nonfiction materials to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 		<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); and - select a variety of nonfiction materials to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<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 and school activities; - recognize pictures or symbols paired with words depicting a sequence in familiar activities; and - select nonfiction materials to expand the core foundation of knowledge necessary to function as a member of a shared culture.

Grades 9–10: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
	The student will prewrite by:	
LA.910.3.1.1	- 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.910.3.1.2	- making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and	
LA.910.3.1.3	- 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, prior knowledge, graphic organizers, discussion, printed material); - 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 plan writing in an organized sequence. 	<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 material); - identifying the purpose (e.g., inform, entertain, persuade), intended audience, and main idea and supporting details for writing; and - using a graphic organizer or chart to arrange the main ideas and supporting details into a logical sequence. 	<p><i>Participatory:</i> The student will select information about a person, object, activity, or event as the topic of communication.</p>

Drafting	Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:	
LA.910.3.2.1	- developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;	
LA.910.3.2.2	- establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and	
LA.910.3.2.3	- analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> - using a prewriting plan to develop a central idea and related main ideas(s) and supporting details; and - sequencing and organizing ideas in a logical manner that reflects the purpose. 	<p><i>Supported:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> - using a prewriting plan to develop the main ideas and supporting details; and - organizing ideas in a logical sequence with a clear beginning, middle, and end according to the purpose. 	<p><i>Participatory:</i> The student will draft a product that communicates information about a person, object or event using pictures, symbols, or words.</p>

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:		
LA.910.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;		
LA.910.3.3.2	- creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;		
LA.910.3.3.3	- 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.910.3.3.4	- 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 and modifying details 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 revision tools and strategies (e.g., checklists, rubrics, 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; - 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 adjust draft communication about a person, object, or event when necessary by selecting 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.910.3.4.1	- 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.910.3.4.2	- capitalization, including names of academic courses and proper adjectives;	
LA.910.3.4.3	- punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;	
LA.910.3.4.4	- possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and	
LA.910.3.4.5	- sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.	
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 and orthographic patterns; - capitalization, including proper nouns, the pronoun “I,” days of the week and months of the year, initial word of sentences, and titles of books; - end punctuation, quotations marks for exact words from cited sources, and commas in dates and items in a series; and - 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, and the pronoun “I,” days of the week, and months of the year; - end punctuation (period, question mark, and exclamation point) for sentences; and - singular and plural nouns; and - complete sentences. 	<p><i>Participatory:</i> The student will adjust draft communication about a person, object, activity, or event 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.910.3.5.1	- prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);		
LA.910.3.5.2	- include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and		
LA.910.3.5.3	- 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 to audience and purpose; - use required spacing and margins to indicate paragraphs and other key features of text and include graphics and illustrations as needed; and - share writing with the 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 person, object, activity, or event using pictures, symbols, or words.	

Grades 9–10: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.910.4.1.1	- write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and		
LA.910.4.1.2	- 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 with a main idea, descriptive details, a logical sequence of events, setting, and plot; and - write expressive forms (e.g., poems, plays, songs) that include rhythm and rhyme, dialogue, appropriate format, and figurative language for the intended audience or purpose. 	<i>Supported:</i> The student will: <ul style="list-style-type: none"> - write narratives about events with a main idea, descriptive details, characters, sequence of events, and setting; and - write expressive forms (e.g., poetry, songs, 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 - recognize patterns and images in familiar poetry, dialogue, songs, rhymes. 	

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.
	The student will:	
LA.910.4.2.1	- write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);	
LA.910.4.2.2	- 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.910.4.2.3	- 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.910.4.2.4	- 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.910.4.2.5	- write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and	
LA.910.4.2.6	- 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		
<p><i>Independent.</i> The student will:</p> <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; - compose a formal letter using a conventional business letter format (e.g., heading, salutation, body, closing, signature) and address an envelope; - write functional text (e.g., three-step instructions, recipes, labels, posters, graphs/tables); and - complete work-related documents (e.g., job applications, personal resume). 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - write in a variety of expository forms (e.g., daily journal, log, summary, brief article); - record information (e.g., notes, lists, labels, charts) related to a topic; - write expository text that includes a topic sentence, supporting details, and relevant information about the topic; - compose informal invitations, friendly messages, thank-you notes, and a friendly or formal letter and address an envelope using resources (e.g., model or template, dictionary, adult assistance); - produce functional text (e.g., two-step directions, labels, posters, basic recipes, posters, signs); and - complete work-related documents (e.g., job application). 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - communicate information about persons, objects, activities, or events using pictures, symbols, or words; - communicate information about classroom activities or tasks; - communicate a message or invitation to the intended person or group; - express preferences and choices for activities; and - complete work-related documents (e.g., indicate job preference).

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
	The student will:		
LA.910.4.3.1	- 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.910.4.3.2	- include persuasive techniques.		
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 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) 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.	

Grades 9–10: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
LA.910.5.1.1	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.910.5.2.1	- select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);	
LA.910.5.2.2	- research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);	
LA.910.5.2.3	- use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;	
LA.910.5.2.4	- use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and	
LA.910.5.2.5	- research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use a specified listening strategy according to the intended purpose (e.g., solving a problem, remembering information); - give oral presentations with a clear introduction and conclusion; - adjust voice and body movement as appropriate for speaking in real-world situations; - use oral language appropriate for formal and informal situations; and - gather and organize information for oral presentations and integrate appropriate media. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use a listening strategy (e.g., facing the speaker and restating the information) to gather information for a task; - give oral presentations about topics using appropriate eye contact and body language - use voice and body movement as appropriate for speaking in real-world situations; - use oral language appropriate for formal and informal situations; and - locate and use information in familiar sources for oral presentations for specific occasions. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - listen and demonstrate understanding of information presented in daily activities; - use a familiar source (e.g., person, picture, symbol, word) to obtain information for activities; and - communicate information and preferences in a variety of familiar situations.

Grades 9–10 : 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.910.6.1.1	- explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding;		
LA.910.6.1.2	- analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and		
LA.910.6.1.3	- use the knowledge to a create workplace, consumer, or technical document.		
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); - read and interpret consumer, workplace, or other real-world documents or manuals (e.g., cookbooks, instruction manuals, job aids) using 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). 	<p><i>Supported.</i> The student will:</p> <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). 	<p><i>Participatory.</i> The student will use familiar pictures, symbols, or words to make choices and complete consumer, workplace, or other real-world tasks.</p>	

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.
	The student will:	
LA.910.6.2.1	- 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.910.6.2.2	- 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.910.6.2.3	- write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and	
LA.910.6.2.4	- 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.	
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"> - select a topic and develop a search plan to select sources for information; - use multiple resources (e.g., digital and texts, maps, charts, graphs, photographs) to obtain information and check factual information in materials; - write a report that includes an introduction, main idea(s) and relevant details in an organized sequence that supports the topic, a concluding statement, and a list of sources used; and - identify and use legal and ethical practices, including listing references and knowing consequences of copying others' work. 	<ul style="list-style-type: none"> - select a topic and use a predetermined search plan to locate information in references or other sources; - locate and use references or other sources and determine the accuracy of statements by matching information in passages with reliable sources; - write a simple report that includes a title, main idea and organized details, relevant illustrations and graphics, a closing statement, and a list of sources used; and - identify and use ethical practices, including listing references and other sources and not copying others' work. 	<ul style="list-style-type: none"> - select a person, object, or event of interest to explore; - use a teacher-recommended source to obtain information and seek assistance to clarify meaning of pictures, symbols, or words; - communicate information about the selected person, object, or event using pictures, symbols, or words; and - identify sources of information used in communication.

Media Literacy		Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	The student will:		
LA.910.6.3.1	- distinguish between propaganda and ethical reasoning strategies in print and nonprint media;		
LA.910.6.3.2	- ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and		
LA.910.6.3.3	- 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			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - identify persuasive techniques used in advertisements in multiple media sources (e.g., television, internet, newspaper, magazines); - use media with graphics, sound, or color to communicate information on a topic; and - select print and nonprint media to use in oral presentations. 		<ul style="list-style-type: none"> - recognize persuasive techniques used in advertisements in a media source (e.g., television, internet, newspaper, magazines); - use media with graphics to communicate information; and - select print and nonprint media to use in an oral presentation. 	<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.

Technology		Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:		
LA.910.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and		
LA.910.6.4.2	- 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 to a variety of listeners in various settings.