

Alternate Academic Standards for Reading

For Students with the Most Significant Cognitive Disabilities



Pennsylvania Department of Education

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Alternate Academic Standards for Reading

INTRODUCTION

This document includes Reading Standards:

- 1.1. Learning to Read Independently
- 1.2. Reading Critically in All Content Areas
- 1.3. Reading, Analyzing and Interpreting Literature

...re-interpreted for students with the most significant cognitive disabilities.

These Alternate Reading Standards describe what students with the most significant cognitive disabilities should know and be able to do in literacy-related areas at four grade levels (third, fifth, eighth and eleventh). The standards provide the targets for instruction and student learning essential for success in all facets of behavior, not just reading. Although the standards are not a curriculum or a prescribed series of activities, school programs for students with the most significant disabilities will use them to develop a local school curriculum that will meet local students' needs.

Literacy is the process by which students learn about and make sense of their world. Students do not just read printed or Braille text; they “read” everything they see or touch, including objects, pictures, and media of all sorts. Therefore, these Reading Standards address “reading” in its broadest sense. When students look at an object or touch an object and recognize what it is, or what it is for, or what it belongs with, they are “reading the object.” When students name a picture, or recognize a picture, or describe what is happening in a picture, they are “reading” the picture. And when students make meaning from print or Braille, they are also “reading.” The standards define the skills and strategies employed by students with the most significant disabilities who have attained proficiency in literacy skills defined very broadly; all teachers who interact with these students will assist them in learning these skills and strategies through multiple classroom situations in all the subject areas.

The Alternate Reading Standards also provide parents and community members with information about what students with the most significant disabilities should know and be able to do as they progress through their educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators and community members become partners in learning success.

Alternate Academic Standards for Reading

1.1 Learning to Read Independently
1.2 Reading Critically in All Content Areas
1.3 Reading, Analyzing, and Interpreting Literature

GRADE 3

GRADE 5

GRADE 8

GRADE 11

Pennsylvania's public schools shall teach, challenge and support every student with the most significant cognitive disabilities to realize his or her maximum potential and to acquire the knowledge and skills needed to:

A. Use knowledge of phonics, word analysis, syllabication, picture and context clues to decode and understand new words during reading.

- * Orients toward set of objects
- * Matches identical items from array of 3-5 or in connected display
 - Objects: *distracters are dissimilar*
 - Pictures: *distracters are similar and dissimilar*
 - Icons: *distracters are similar and dissimilar*
 - Words: *distracters have different beginning and ending letters*
- * Locates item named from array of 3-5 or in connected display
 - Objects: *distracters are dissimilar*
 - Pictures: *distracters are similar*
 - Pictures: *partially hidden in complex picture*
 - Icons: *distracters are similar*
 - Words: *distracters all have the same beginning letter*
 - Words: *distracters have different beginning and ending letters*

A. Use knowledge of phonics, word analysis, syllabication, picture, and context clues to decode and understand new words during reading.

- * Orients toward set of objects
- * Matches identical items from array of 3-4 or in connected display
 - Objects: *distracters are both similar and dissimilar*
 - Pictures: *distracters are similar and dissimilar*
 - Icons: *distracters are similar and dissimilar*
 - Words: *distracters have same beginning letter and different ending letters*
- * Locates item named from array of 3-4 or in connected display
 - Objects: *distracters are both similar and dissimilar*
 - Icons: *distracters are similar*
 - Pictures: *complex and item partially hidden*
- * Locates item with a particular sound from array of 4 pictures
 - Picture rhyming with target item
 - Picture with same beginning

A. Use knowledge of phonics, word analysis, syllabication, picture and context clues to decode and understand new words during reading.

- * Scans set of materials
- * Matches identical items from array of 3-5 or in connected display
 - Pictures: *distracters are similar and dissimilar*
 - Icons: *distracters are similar and dissimilar*
 - Words: *distracters have same beginning letter and same ending letter*
- * Locates item named from array of 3-5 or in connected display
 - Pictures: *distracters are dissimilar*
 - Words: *distracters have different beginning and ending letters*
- * Locates word with a particular sound from array of 4
 - That rhymes with target word
 - With same beginning sound as target picture

B. Acquire a reading vocabulary by identifying and correctly using words.

A. Use knowledge of phonics, word analysis, syllabication, picture and context clues to decode and understand new words during reading.

- * Scans set of materials
- * Matches identical items from array of 3 or in connected display
 - Simple pictures: *distracters are similar*
 - Complex pictures: *distracters are dissimilar*
 - Icons: *distracters are similar and dissimilar*
 - Words: *distracters are similar*
- * Locates item named from array of 3-5 or in connected display
 - Pictures: *distracters are similar*
 - Words: *distracters have same beginning letter and different ending letters*

B. Acquire a reading vocabulary by identifying and correctly using words.

- * Demonstrates understanding of meaning of pictures by locating in array of 3-4
 - Similar picture: *distracters are both similar and dissimilar*
 - Related picture: *distracters are*

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<ul style="list-style-type: none"> * Locates item based on particular beginning sound from array of 4-5 <ul style="list-style-type: none"> • Pictures • Words B. Acquire a reading vocabulary by identifying and correctly using words. <ul style="list-style-type: none"> * Demonstrates understanding of meaning of objects by locating in array of 3 <i>dissimilar</i> objects <ul style="list-style-type: none"> • Similar object • Related object • Category of object • Object with a particular function * Demonstrates understanding of meaning of objects by <ul style="list-style-type: none"> • Showing how an object is used: <i>open-ended</i> * Demonstrates understanding of meaning of simple pictures of items and actions by locating in an array of 4 pictures <ul style="list-style-type: none"> • Similar picture: <i>distracters are similar</i> • Related picture: <i>distracters are similar</i> • Category of picture: <i>distracters are dissimilar</i> • Picture of item with a particular function: <i>distracters are similar</i> • Picture of item with a particular characteristic • Picture of an activity * Demonstrates understanding of meaning of word/text by locating in an array of 5 words <ul style="list-style-type: none"> • Word that is in same category as an item pictured • Word for item with a particular function • Picture of a word read silently 	<p style="text-align: center;">sound as target item</p> <ul style="list-style-type: none"> B. Acquire a reading vocabulary by identifying and correctly using words. <ul style="list-style-type: none"> * Demonstrates understanding of meaning of objects by locating in array of 3 with distracters that are <i>both similar and dissimilar</i> <ul style="list-style-type: none"> • Similar object • Related object • Category of object • Object with a particular function * Demonstrates understanding of meaning of objects by <ul style="list-style-type: none"> • Showing how 2 objects are used together: <i>open-ended</i> * Demonstrates understanding of meaning of simple and complex pictures of items and actions in array of 4 by locating <ul style="list-style-type: none"> • Picture based on 1 feature named: <i>distracters are similar</i> • Category of picture: <i>distracters are similar</i> • Complex picture with a particular function: <i>distracters are dissimilar</i> • Picture of item with 1 specific characteristic * Demonstrates understanding of meaning of simple pictures by <ul style="list-style-type: none"> • Completing the definition of a picture * Demonstrates understanding of meaning icons by <ul style="list-style-type: none"> • Locating an icon with a particular meaning in array of 4: <i>distracters are similar</i> • Describing the meaning of an icon: <i>open-ended</i> * Demonstrates understanding of 	<ul style="list-style-type: none"> * Demonstrates understanding of meaning of pictures by locating in array of 3-4 <ul style="list-style-type: none"> • Similar picture: <i>distracters are similar and dissimilar</i> • Related picture: <i>distracters are similar and dissimilar</i> • Category of picture: <i>distracters are similar and dissimilar</i> • Picture of item with a particular function: <i>distracters are similar and dissimilar</i> • Complex picture with a particular function • Picture with 2 specific characteristics: <i>distracters are similar</i> * Demonstrates understanding of meaning of pictures by <ul style="list-style-type: none"> • Showing how an item in a picture is used * Demonstrates understanding of text by <ul style="list-style-type: none"> • Giving an example to complete a definition of word read • Identifying category of word in array of 4: <i>distracters are dissimilar</i> • Locating words in 11-29 word display by drawing an inference • Naming item that can be used in place of another item • Defining function of word read silently • Locating last word missing in sentence using clue from picture • Supplying last word missing after reading 11-29 word passage C. Demonstrate fluency and comprehension in reading. <ul style="list-style-type: none"> * Answers comprehension questions 	<p style="text-align: center;"><i>both similar and dissimilar</i></p> <ul style="list-style-type: none"> • Category of picture: <i>distracters are both similar and dissimilar</i> • Picture of item with a particular function: <i>distracters are similar</i> • Picture with 3 specific characteristics: <i>distracters are both similar and dissimilar</i> * Demonstrates understanding of meaning of pictures by <ul style="list-style-type: none"> • Showing how item in picture is used by using a second picture * Demonstrates understanding of text by <ul style="list-style-type: none"> • Locating category of word: <i>distracters are similar</i> • Locating word with particular function: <i>distracters are similar</i> • Selecting picture that defines 1 word read silently from array of 4 • Locating words in 30-50 word display by drawing an inference • Identifying synonym for word read aloud: <i>open-ended</i> • Identifying synonym for word read silently: <i>open-ended</i> • Supplying last word missing in sentence using clue from complex picture • Supplying word missing after reading 30-50 word passage C. Demonstrate fluency and comprehension in reading. <ul style="list-style-type: none"> * Answers comprehension questions after text is read to student by selecting from 3 pictures: <i>distracters are similar</i> <ul style="list-style-type: none"> • Literal 'who' question • Literal 'what' question • Literal 'where' question * Answers comprehension questions
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<p>* Demonstrates understanding of meaning of word/text by</p> <ul style="list-style-type: none"> • Giving an example to define target word: <i>open-ended</i> • Supplying last word in sentence using clue from complex picture <p>C. Demonstrate fluency and comprehension in reading.</p> <p>* Answers comprehension questions after text is read to student by selecting from 3 <i>dissimilar</i> objects</p> <ul style="list-style-type: none"> • Literal ‘who’ question • Literal ‘what’ question <p>* Answers comprehension questions after text is read to student by selecting from 4 <i>similar</i> pictures</p> <ul style="list-style-type: none"> • Literal ‘who’ question • Literal ‘what’ question <p>* Answers comprehension questions after text is read to student – <i>open-ended</i></p> <ul style="list-style-type: none"> • Literal ‘who’ question • Literal ‘what’ question • Literal ‘where’ question • Literal ‘when’ question <p>* Names items or reads</p> <ul style="list-style-type: none"> • Item in a complex picture • Action in a complex picture • Icon • 1 word in isolation • 1 word in context <p>* Follows instructions: <i>open-ended</i></p> <ul style="list-style-type: none"> • 2-10 word, 1-step verbal direction • 2-10 word 2-step verbal direction <p>D. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</p> <p>* Orders 3 pictures based on text</p>	<p>text by</p> <ul style="list-style-type: none"> • Matching correct tense of verb in a phrase from array of 5 • Explaining how an item in a word read would be used: <i>open-ended</i> • Completing a definition of a word read silently • Identifying target text used for a particular function from array of 5 • Selecting picture that completes a sentence using clue from a complex picture from array of 5 • Supplying last word in sentence after reading and using clue from picture <p>C. Demonstrate fluency and comprehension in reading.</p> <p>* Answers comprehension questions after text is read to student by selecting from 3 objects: <i>distracters are both similar and dissimilar</i></p> <ul style="list-style-type: none"> • Literal ‘what’ question • Literal ‘who’ question <p>* Answers comprehension questions after text is read to student by selecting from 4 pictures: <i>distracters are similar</i></p> <ul style="list-style-type: none"> • Literal ‘who’ question • Literal ‘what’ question • Literal ‘where’ question <p>* Answers comprehension questions after reading text: <i>open-ended</i></p> <ul style="list-style-type: none"> • Literal ‘who’ question • Literal ‘what’ question • Literal ‘where’ question • Literal ‘when’ question • Literal ‘how’ question <p>* Names items or reads</p>	<p>after text is read to student by selecting from 3 <i>dissimilar</i> pictures</p> <ul style="list-style-type: none"> • Literal ‘who’ question • Literal ‘what’ question • Literal ‘where’ question <p>* Answers comprehension questions after text is read to student: <i>open-ended</i></p> <ul style="list-style-type: none"> • Literal ‘who’ question • Literal ‘what’ question • Literal ‘where’ question • Literal ‘when’ question <p>* Answers comprehension questions after reading text: <i>open-ended</i></p> <ul style="list-style-type: none"> • ‘Who’ question: literal and inferential • ‘What’ question: literal and inferential • ‘Where’ question: literal and inferential • ‘When’ question: literal and inferential • Literal ‘why’ question • Literal ‘how’ question <p>* Reads</p> <ul style="list-style-type: none"> • 1 word with support of picture • 11-29 words <p>* Follows instructions: <i>open-ended</i></p> <ul style="list-style-type: none"> • 1 word direction presented with a picture • 1 step, 11-29 word written direction <p>D. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</p> <p>* Locates complex picture showing next event in story</p> <p>* Orders 3 phrases representing main ideas from text</p> <p>* Locates picture to identify main</p>	<p>after listening to text being read: <i>open-ended</i></p> <ul style="list-style-type: none"> • Literal ‘who’ question • Literal ‘what’ question • Literal ‘where’ question • Literal ‘when’ question • Literal ‘why’ question <p>* Answers comprehension questions after reading text: <i>open-ended</i></p> <ul style="list-style-type: none"> • Inferential ‘who’ question • Inferential ‘what’ question • Inferential ‘where’ question • Inferential ‘when’ question • Inferential ‘why’ question • Inferential ‘how’ question • Literal ‘when’ question • Literal ‘why’ question • Literal ‘how’ question <p>* Reads</p> <ul style="list-style-type: none"> • 1 word in isolation • 1 word in context • 30-50 words in connected text <p>* Follows instructions: <i>open-ended</i></p> <ul style="list-style-type: none"> • 1 word written direction • 30-50 word 2-step written directions <p>D. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</p> <p>* Orders 3 pictures based on text</p> <p>* Orders four 6-10 word combinations representing main ideas from text</p> <p>* Locates picture to identify main event from narrative text</p> <p>* Describes 4 events from narrative text</p> <p>* Names 4 facts from expository text</p> <p>* Locates title after reading story by selecting from array of 5 phrases</p>
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Alternate Academic Standards for Reading

<ul style="list-style-type: none"> * Locates picture showing main event in narrative text from array of 5 pictures * Predicts topic of story from picture by selecting from array of 5 words 	<ul style="list-style-type: none"> • Information in a complex picture to name scene • 2-10 words <p>* Follows instructions: <i>open-ended</i></p> <ul style="list-style-type: none"> • 2-10 word, 2-step verbal direction • 2-10 word, 1-step written direction <p>D. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> * Locates complex picture showing first or last event in story * Orders words representing main ideas from story * Names detail in a picture * Describes 1 event from narrative text * Names 1 fact from expository text * Predicts topic of story from picture by selecting from array of 5 phrases 	<p>event</p> <ul style="list-style-type: none"> * Names 2 details in a picture * Describes 3 events from narrative text * Names 3 facts from expository text * Predicts topic of story from title by selecting from array of 5 phrases 	
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