

AAD--English Language Arts III

Course Code(s):	TBD
Prerequisite(s):	English language arts II or AAD English language arts II
Credit:	1
Grade Level:	9-12
Graduation Requirements:	This course satisfies one of four English language arts credit requirements for the alternate academic diploma
Programs of Study and Sequence:	This is the third English language arts high school course
Teacher Endorsement(s):	TBD

Course Requirements

English Language Arts III	
Anchor Conventions of Standard English (CSE): Demonstrate command of standard English grammar when speaking or writing.	
AAD.ELA3.L.CSE.1	Demonstrate understanding of phrases or sentences with a paragraph.
AAD.ELA3.L.CSE.2	Understand and use the correct active verb tenses, irregular verbs and frequently used linking verbs (i.e. be—is, was, am, will be; have—has, had, will have).
AAD.ELA3.L.CSE.3	Speak or write using at least two types of sentences—simple, compound or complex.
AAD.ELA3.L.CSE.4	Speak or write using varied time (past, present, future) and mood.
AAD.ELA3.L.CSE.5	Speak or write a paragraph to an informative topic researched or experienced.
AAD.ELA3.L.CSE.6	Speak or write an original narrative including characters, setting, and plot.
AAD.ELA3.L.CSE.7	Use capitalization, ending punctuation, and commas including commas in a date, or address correctly.
Anchor Knowledge of Language (KL): Apply knowledge of language to comprehend more fully when reading or listening	

English Language Arts III	
AAD.ELA3.L.KL.1	Understand compound sentences and figurative language with graphic or non-verbal supports heard and/or read.
AAD.ELA3.L.KL.2	Use non-verbal cues and tone to determine the intent of a speaker when listening.
AAD.ELA3.L.KL.3	Use text features (i.e. charts, diagrams, photos) and/or reference materials (i.e. dictionary, internet) to determine and clarify meaning.
AAD.ELA3.L.KL.4	Distinguish between declarative, interrogative, and exclamatory sentences heard and/or read.
AAD.ELA3.L.KL.5	Respond appropriately to declarative, interrogative, and exclamatory sentences heard and/or read.
Anchor Vocabulary Acquisition and Use (VAU): Acquire, use, define or clarify the meaning of words and phrases using context cues, meaningful word parts, and reference materials, as appropriate	
AAD.ELA3.L.VAU.1	Demonstrate strategies for acquiring the meaning of an unknown word, phrase, or figurative clause within context. 1112.RWL.b1
AAD.ELA3.L.VAU.2	Use newly acquired word(s) or phrase(s) appropriately when speaking or writing.
AAD.ELA3.L.VAU.3	Use a reference material (i.e. online or print dictionary) to confirm or clarify meaning of a word or phrase.
AAD.ELA3.L.VAU.4	Use age-appropriate content specific vocabulary correctly when speaking or writing.
AAD.ELA3.L.VAU.5	Demonstrate the understanding of multiple meaning words
AAD.ELA3.L.VAU.6	Identify synonyms and/or antonyms for newly acquired vocabulary.

Standards Numbering Notes

The numbering is not exactly parallel to the state standards but is designed to create some consistency across disciplines for the special education teachers who may be teaching multiple subjects.

The following system was used to number the English language arts standards:

- AAD.ELA1.L.KL.16
- Alternate academic diploma (**AAD**) standards
- English language arts I (**ELA1**) is the course
- Language (**L**) is the conceptual category

Anchor Knowledge of language (**KL**) is the domain.

1 is the standard number in the domain (standards numbered consecutively within each cluster)

For standards that align to the MSAA Core Content Connectors (CCC), the code for that connector will appear after the standard and either begins with an “H” indicating high school level.

Foundational Literacy Standards

Students who are assessed on the alternate assessment may require foundational literacy skills instruction and support in addition to the course requirements. The following is intended as an instructional guide to support literacy development. The skills are listed in order of least to most complex within each skill domain.

Foundational Literacy Standards	
Anchor Print Concepts (PC): Understand and recognize the symbolic representation of sounds and words through print	
Standards	
AAD.FL.PC.1	Follow words and pictures from top to bottom, left to right, and page by page.
AAD.FL.PC.2	Identify upper and lower case letters.
AAD.FL.PC.3	Differentiate between a letter, word, phrase, sentence as depicted by print features such as spacing and punctuation.
AA.FL.PC.4	Recognize the distinguishing features on print such as capitalizing first word, proper nouns, “I” and ending punctuation variation (., !, ?).
Anchor Phonological Awareness (PA): Demonstrate understanding of relationship between sounds, words, and syllables	
Standards	
AAD.FL.PA.1	Identify the consonant, blend or digraph sound heard in the initial, medial, and/or final position of a spoken word.
AAD.FL.PA.2	Identify the medial vowel sound heard in a word.
AAD.FL.PA.3	Identify the number of sounds in a spoken word when segmented.
AAD.FL.PA.4	Recognize rhyming words.
AAD.FL.PA.5	Identify the number of syllables or segments within a word.
AAD.FL.PA.6	Identify the word created by blending spoken phonemes.

Foundational Literacy Standards	
Anchor Phonics and Word Recognition (PWR): Demonstrate ability to decode isolated words and within text.	
Standards	
AAD.FL.PWR.1	Read common high-frequency words by sight, including environmental text and personally significant words such as family member names.
AAD.FL.PWR.2	Distinguish between similarly spelled words by identifying the letter(s) that are different.
AAD.FL.PWR.3	Decode regularly spelled one-syllable words including long and short vowel sounds.
AAD.FL.PWR.4	Decode words that include prefixes and/or common Latin suffixes.
AAD.FL.PWR.5	Decode multisyllabic regularly spelled words.
AAD.FL.PWR.6	Use context cues, syllabication patterns and morphology to decode words within text.
Anchor Word Composition (WC): Application of phonics and word analysis to the encoding of words.	
Standards	
AAD.FL.WC.1	Write a string of letters for each word being communicated.
AAD.FL.WC.2	Write some common and frequently used words (am, and, like, the, student's name).
AAD.FL.WC.3	Spell untaught words phonetically using phonemic awareness and spelling conventions.
AAD.FL.WC.4	Spell one-syllable words with common vowel spelling patterns including, VC, CVC, CVCe, common vowel teams, and final-y.
AAD.FL.WC.5	Consult a dictionary or other reference material to determine correct spelling of a word.
AAD.FL.WC.6	Use convention spelling for one-syllable words including complex consonant blends, less common long vowel teams, r-controlled vowels, contractions, plurals, and possessives.
AAD.FL.WC.7	Use conventional spelling for two- and three-syllable words containing combined syllable types, compounds, and common prefixes and/or suffixes.
AAD.FL.WC.8	Spell multi-syllabic words correctly using spelling patterns and consulting references as needed.
Anchor Fluency (F): Read with sufficient accuracy and fluency to comprehend text.	

Foundational Literacy Standards	
Standards	
AAD.FL.F.1	Demonstrate the meaning of pictures or picture symbols.
AAD.FL.F.2	Demonstrate the meaning of common high frequency and environmental text.
AAD.FL.F.3	Read a rebus (some less common/decodable words are replaced with a picture or symbol) with purpose and understanding.
AAD.FL.F.4	Use context cues to confirm or self-correct word recognition and understanding
AAD.FL.F.5	Read text with accuracy and at an appropriate rate given repeated reading of the same passage.
AAD.FL.F.6	Read text with purpose and understanding given repeated reading of the same passage.
AAD.FL.F.7	Use text features (chart, picture, caption) to confirm understanding.
AAD.FL.F.8	Independently self-correct word recognition and understanding.
Anchor Sentence Composition (SC): Demonstrate conventions of standard English when communicating both when speaking (orally, with low tech communication system, or speech generating device) and in writing.	
Standards	
AAD.FL.SC.1	Produce a simple declarative sentence in speech and in writing.
AAD.FL.SC.2	Use frequently occurring pronouns when speaking.
AAD.FL.SC.3	Use regular plural nouns when speaking.
AAD.FL.SC.4	Capitalize the beginning of a sentence and use ending punctuation in writing.
AAD.FL.SC.5	Capitalize names of people, months of the year, and days of the week in writing.
AAD.FL.SC.6	Produce and expand a simple declarative, exclamatory, and interrogative sentence.
AAD.FL.SC.7	Use articles, frequent conjunctions, and possessive and personal pronouns in speech and in writing.
AAD.FL.SC.8	Use single and plural nouns with correct verbs in basic spoken and written sentences.
AAD.FL.SC.9	Write a simple sentence to a topic or prompt.
AAD.FL.SC.10	Capitalize holidays and geographic names.
AAD.FL.SC.11	Use adjectives and adverbs correctly when speaking or writing.
AAD.FL.SC.12	Use past tense of verbs including frequently used irregular verbs when speaking or writing.

Foundational Literacy Standards	
AAD.FL.SC.13	Form and use frequently occurring irregular plural nouns when speaking or writing.
AAD.FL.SC.14	Write two or more sentences about a single topic.
AAD.FL.SC.15	Write a cohesive paragraph including main idea and details.
AAD.FL.SC.16	Form and use comparative and superlative adjectives and adverbs correctly when speaking and writing.
AAD.FL.SC.17	Produce simple, compound, and complex sentences when speaking and writing.
AAD.FL.SC.18	Form and use multiple verb tenses including past and progressive when speaking or writing.
AAD.FL.SC.19	Use commas in addresses, dates, and in a series.
AAD.FL.SC.20	Capitalize appropriate words in titles.
AAD.FL.SC.21	Write two or more cohesive paragraphs on a topic.
AAD.FL.SC.22	Use quotation marks in dialogue.
Anchor Vocabulary Acquisition (VA): Determine or clarify the meaning of an unknown word or multiple meaning word using context cues and/or reference materials	
Standards	
AAD.FL.VA.1	Make a real life connection between a word and its use, location in the environment, picture symbol, demonstration, or similar meaning word.
AAD.FL.VA.2	Sort common objects into categories by form, function, or feature.
AAD.FL.VA.3	Sort words into categories by concept.
AAD.FL.VA.4	Define and use the two or more meanings of a multi-meaning word (bat=flying animal or sports equipment).
AAD.FL.VA.5	Use reference material (glossary, dictionary, etc.) to determine and clarify the meaning of an unknown words. 910.RWL.a1, 1112.RWL.a1
AAD.FL.VA.6	Use sentence level context to determine the meaning of an unknown word.
AAD.FL.VA.7	Use a root word to determine the possible meaning of an unknown word.
AAD.FL.VA.8	Use context to determine the possible meaning of an unknown word. 910.RWL.b1, 1112.RWL.b1
AAD.FL.VA.9	Use suffix and/or prefix to determine the meaning of unknown word.
AAD.FL.VA.10	Use newly acquired vocabulary word correctly when speaking. 910.RWL.b2, 1112.RWL.b2
AAD.FL.VA.11	Interpret figurative language including metaphors and similes.

Foundational Literacy Standards	
AAD.FL.VA.12	Use reference materials to identify a synonym, antonym and/or part of speech for an unknown word. 910.RWL.a2, 910.RWL.a3, 910.RWL.a4, 1112.RWL.a2, 1112.RWL.a3, 1112.RWL.a4
AAD.FL.VA.13	Use newly acquired vocabulary correctly within writing. 910.RWL.b2, 1112.RWL.b2
AAD.FL.VA.14	Use similes, metaphors, or analogies within writing. 1112.RWL.b3