

Alternate Academic Content Standards for Reading

For Students with the Most Severe Cognitive Disabilities



Pennsylvania Department of Education

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Alternate Academic Standards for Reading

II. INTRODUCTION

This document includes the Reading Standard:

1.1. Learning to Read Independently

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

The 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 spans (third/fourth, fifth/sixth, seventh/eighth and eleventh). **The standards for each grade span were derived from the general education content standards for the equivalent grade that appear in the Chapter 4 Academic Standards for Reading, Writing, Listening, and Speaking as approved by the Pennsylvania Board of Education for all students, at the same grade levels as originally listed (the reference number to the original Chapter 4 Standard is provided in parentheses). The third/fourth grade alternate standards link to the third grade Chapter 4 standards; the eleventh grade alternate standards link to the eleventh grade Chapter 4 standards; and so on.** The alternate grade-level content standards provide the targets for instruction and student learning essential for success in the environments in and out of school that students with severe disabilities are likely to encounter. 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 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.

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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.

NOTE: The system used in this document to reference the standards is as follows.

Standards listed in boldface are the same standards that appear in the Chapter 4 Academic Standards for Mathematics as approved by the Pennsylvania Board of Education for all students, at the same grade levels as originally listed (the reference number to the original Chapter 4 Standard is provided in parentheses).

Specific skills that define the reinterpreted content standard for students with the most severe cognitive disabilities are provided in italics

Academic Standards for Reading, Writing, Speaking and Listening

1.1. Learning to Read Independently			
GRADE 3/4	GRADE 5/6	GRADE 7/8	GRADE 11
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
<p>A. Identify the purposes and types of text (e.g., literature, information) before reading. (1.1.3.A) <i>Identifies books</i> <i>Identifies books as source of information</i> <i>Predicts topic of story or book based on pictures</i></p> <p>B. Preview the text formats (e.g., title, headings, chapters and table of contents). (1.1.3.B) <i>Orients towards materials</i> <i>Locates parts of book (title, etc.)</i></p> <p>C. Use knowledge of phonics, word analysis (e.g., root words, prefixes and suffixes), syllabication, picture and context clues to decode and understand new words during reading. (1.1.3.C) <i>Makes discriminations between</i></p>	<p>A. Identify the purposes for reading a type of text (e.g., literature, information) before reading. (1.1.5.A) <i>Identifies books</i> <i>Identifies books as source of information</i> <i>Predicts topic of story or book based on pictures</i></p> <p>B. Select texts for a particular purpose using the format of the text as a guide. (1.1.5.B) <i>Identifies correct source for information</i></p> <p>C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking. (1.1.5.C) <i>Matches identical objects,</i></p>	<p>A. Locate appropriate texts (literature, information, documents) for an assigned purpose before reading. (1.1.8.A) <i>Chooses correct source for needed information</i></p> <p>B. Identify and use common structures and graphic features to comprehend information. (1.1.8.B) <i>Matches identical pictures, icons, words</i> <i>Locates pictures, icons, words named</i> <i>Uses titles, pictures etc to identify content of source</i></p> <p>C. Use knowledge of phonics, syllabication, prefixes, suffixes, root words as well as context clues and glossaries to understand vocabulary during reading. (1.1.8.C) <i>Discriminates beginning sounds</i></p>	<p>A. Locate various texts, media and traditional resources for assigned and independent projects before reading. (1.1.11.A) <i>Identifies content of material</i> <i>Chooses correct source for needed information</i></p> <p>B. Analyze the structure of informational materials (1.1.11.B) <i>Uses titles, pictures, etc to identify content of source</i></p> <p>C. Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing. (1.1.11.C)</p>

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<p><i>objects, pictures, icons, words, sounds</i> <i>Matches identical objects, pictures, icons, words</i> <i>Labels objects pictures, icons and words</i> <i>Discriminates beginning sound of objects and words</i></p> <p>D. Acquire a reading vocabulary by identifying and correctly using words (e.g., antonyms, synonyms, categories of words). Use a dictionary when appropriate. (1.1.3.E) <i>Labels items, pictures, icons, words</i> <i>Identifies commonality of items and groups them accordingly</i></p> <p>E. Understand the meaning of and use correctly new vocabulary learned in various subject areas. (1.1.3.F) <i>Identifies items, pictures (simple and complex), icons, or words described</i> <i>Identifies similar and related</i></p>	<p><i>pictures, icons, words</i> <i>Identifies words that rhyme</i> <i>Labels objects, pictures, icons and words</i> <i>Discriminates beginning sounds of objects and words</i> <i>Demonstrates letter- sound knowledge</i></p> <p>D. Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text. (1.1.5.D) <i>Predicts topic of text from pictures/words</i></p> <p>E. Acquire a reading vocabulary by correctly identifying and using words (e.g., synonyms, homophones, homographs, words with roots, suffixes, prefixes). Use a dictionary or related reference. (1.1.5.E) <i>Labels items, pictures (simple</i></p>	<p><i>of objects and words</i> <i>Demonstrates letter- sound knowledge</i> <i>Identifies words that rhyme</i> <i>Uses pictures and context to identify words</i></p> <p>D. Expand a reading vocabulary (1.1.8.E) <i>Identifies similar and related pictures/words</i> <i>Identifies categories of pictures/words</i> <i>Identifies function of pictures/words</i> <i>Identifies picture based on characteristics named/described</i> <i>Reads complex pictures</i> <i>Reads words in isolation</i></p> <p>E. Understand the meaning of and apply key vocabulary across the various subject areas. (1.1.8.F) <i>Identifies function of item presented as object, picture or word</i></p>	<p>D. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference. (1.1.11.E) <i>Identifies similar and related pictures/words</i> <i>Identifies categories of pictures/words</i> <i>Identifies function of pictures/words</i> <i>Identifies picture based on characteristics named/described</i> <i>Reads complex pictures</i> <i>Reads words in isolation</i></p> <p>E. Understand the meaning of and apply key vocabulary across the various subject areas. (1.1.11.F) <i>Identifies function of item presented as object, picture or word</i> <i>Defines words with examples</i></p>
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<p><i>items, pictures, icons or words</i> <i>Identifies object by function described</i> <i>Indicates function of item</i></p>	<p><i>and complex), icons, words</i> <i>Identifies like items</i> <i>Defines terms</i> <i>Identifies terms with similar meanings</i> <i>Identifies tense of words</i></p>	<p><i>Defines words with examples</i> <i>Demonstrates meaning of word by categorizing</i></p>	<p><i>Demonstrates meaning of word by categorizing</i></p>
<p>F. Demonstrate understanding and interpretation of word/text (1.1.3.G). <i>Defines words</i> <i>Categorizes words by meaning</i> <i>Chooses word to complete phrase/sentence</i></p>	<p>F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas. (1.1.5.F) <i>Labels items, pictures, icons and word across functional and academic curriculum</i> <i>Identifies similar and related items, pictures, icons or words across functional and academic curriculum</i></p>		
<p>G. Demonstrate after reading understand of fiction. (1.1.3.G) <i>Answers literal who, what, where, when comprehension questions after text is read</i> <i>Sequences pictures based on text</i> <i>Locates pictures illustrating text meaning</i> <i>Follows 1-2 step instructions</i></p>	<p>G. Demonstrate understanding and interpretation of both fiction and nonfiction text. (1.1.5.G) <i>Identifies events in pictures/text</i> <i>Orders events</i> <i>Identifies picture/ story details</i></p>	<p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents. (1.1.8.G) <i>Identifies main event in picture/text</i> <i>Identifies next event in picture/text</i> <i>Sequences events</i> <i>Identifies detail in picture/text</i> <i>Identifies facts in narrative/expository text</i></p>	<p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents. (1.1.11.G) <i>Identifies main event in picture/text</i> <i>Identifies next event in picture/text</i> <i>Sequences events</i> <i>Identifies detail in picture/text</i> <i>Identifies facts in narrative/expository text</i></p>

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<p>H. Demonstrate fluency and comprehension in reading. (1.1.3.H) <i>Reads words in isolation</i> <i>Reads words in context</i></p>	<p>H. Demonstrate fluency and comprehension in listening and reading. (1.1.5.H) <i>Reads pictures, icons, word, phrases, and sentences</i> <i>Answers literal comprehension questions based on listening to and reading text</i> <i>Follows directions based on listening to and reading text</i></p>	<p><i>Locates information in text</i> <i>Identifies topic of story from picture/title</i> <i>Identifies function of word</i> <i>Identifies last word to complete sentence/passage</i> <i>Orders 3 phrases representing main ideas from text</i></p> <p>H. Demonstrate fluency and comprehension in reading. (1.1.8.H) <i>Reads words paired with pictures</i> <i>Reads words in context</i> <i>Read words in sentences/paragraphs</i> <i>Answers literal and inferential questions after text is read to student</i> <i>Answers comprehension questions after reading text</i> <i>Reads and/or follows 1-2 step directions</i></p>	<p><i>Locates information in text</i> <i>Identifies topic of story from picture/title</i> <i>Identifies function of word</i> <i>Identifies last word to complete sentence/passage</i> <i>Orders phrases representing main ideas from text</i></p> <p>H. Demonstrate fluency and comprehension in reading. (1.1.11.H) <i>Reads words paired with pictures</i> <i>Reads words in context</i> <i>Read words in sentences/paragraphs</i> <i>Answers literal and inferential questions after text is read to student</i> <i>Answers comprehension questions after reading text</i> <i>Reads and/or follows 1-2 step directions</i></p>
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