Ohio's Academic Content Standards - Extended for Students with Significant Cognitive Disabilities

Increasing grade-level standard accessibility through high expectations for academic achievement

Spring 2012

A Brief Overview

- No extensions to standards in the past
- Students with cognitive disabilities used “applications”
- Common Core and Ohio’s revised standards in Science and Social Studies offered Ohio a new opportunity
- Office for Exceptional Children and Office of Curriculum, Instruction and Assessment combined efforts to write Extended Standards

Revised Academic Content Standards

New standards include

- Common Core for ELA and Mathematics
- Revised standards for Science and Social Studies
  - Model Curriculum available for each content area to help teach the new standards.

For more information, visit http://education.ohio.gov and search *Academic Content Standards*

Who Takes Ohio's Alternate Assessment

- Students with significant cognitive disabilities
- IEP team decides using framework based on federal guidelines
- Students are not able to take the statewide assessment, even with accommodations.
- The current Alternate Assessment is a portfolio model that uses a collection of evidence (COE) that shows a student's work toward the selected standards.
- There is a 1percent cap on the number of scores that can count as proficient or higher.

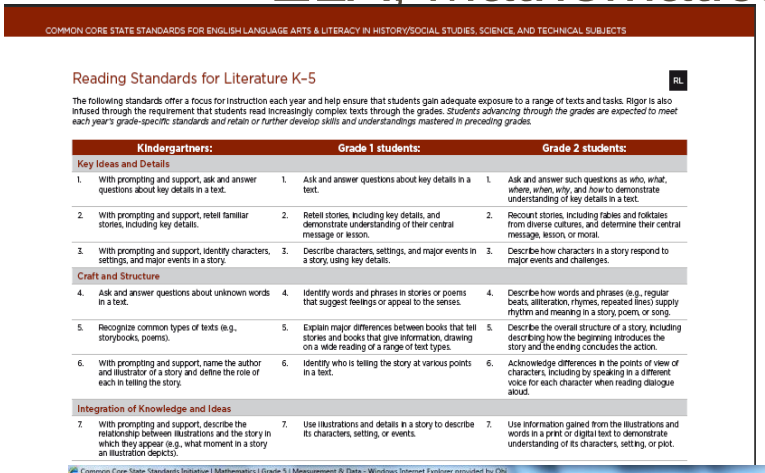
What Are *Extended Standards*?

- An extension of Ohio's Revised Academic Content Standards accessible to students with significant cognitive disabilities.
- Extensions may reduce the Revised Academic Content Standards in breadth and depth to apply to those students taking an alternate assessment.

Our Task

To develop Extended Standards for

ELA, Mathematics, Science and Social Studies.

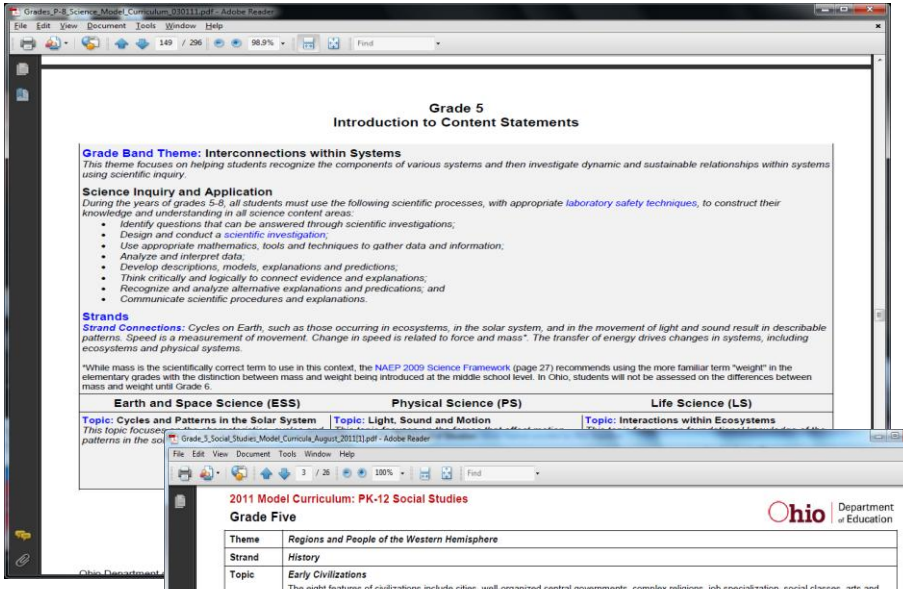

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Reading Standards for Literature K–5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.


Grade 5
Introduction to Content Statements

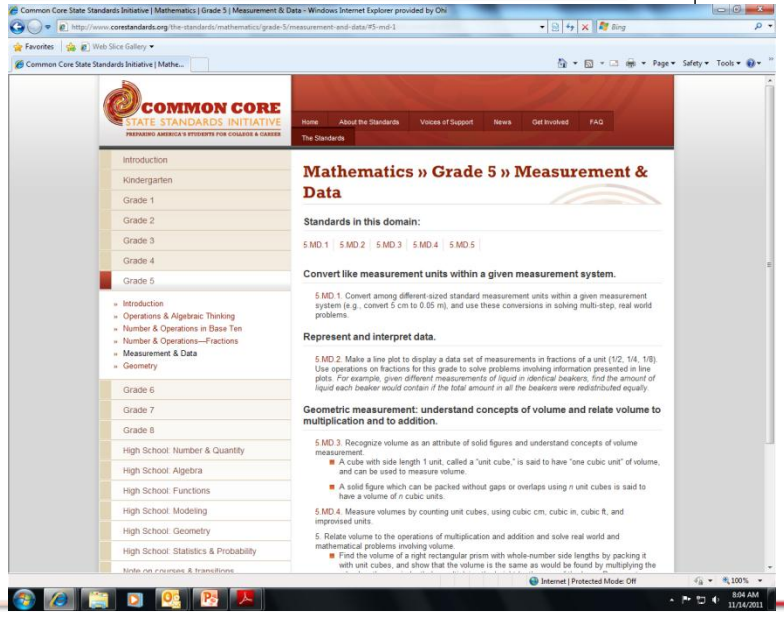
Grade Band Theme: Interconnections within Systems
This theme focuses on helping students recognize the components of various systems and then investigate dynamic and sustainable relationships within systems using scientific inquiry.

Science Inquiry and Application
During the years of grades 5-8, all students must use the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:
- *Identify questions that can be answered through scientific investigations;*
- *Design and conduct a scientific investigation;*
- *Use appropriate mathematics, tools and techniques to gather data and information;*
- *Analyze and interpret data;*
- *Develop descriptions, models, explanations and predictions;*
- *Think critically and logically to connect evidence and explanations;*
- *Recognize and analyze alternative explanations and predications; and*
- *Communicate scientific procedures and explanations.*

Strands
Strand Connections: *Cycles on Earth, such as those occurring in ecosystems, in the solar system, and in the movement of light and sound result in describable patterns. Speed is a measurement of movement. Change in speed is related to force and mass". The transfer of energy drives changes in systems, including ecosystems and physical systems.*

*While mass is the scientifically correct term to use in this context, the NAEP 2009 Science Framework (page 27) recommends using the more familiar term "weight" in the elementary grades with the distinction between mass and weight being introduced at the middle school level. In Ohio, students will not be assessed on the differences between mass and weight until Grade 6.

Earth and Space Science (ESS)	Physical Science (PS)	Life Science (LS)
Topic: Cycles and Patterns in the Solar System	**Topic: Light, Sound and Motion**	**Topic: Interactions within Ecosystems**
This topic focuses		


Common Core State Standards Initiative | Mathematics | Grade 5 | Measurement & Data - Windows Internet Explorer provided by ON

COMMON CORE STATE STANDARDS INITIATIVE

Home | About the Standards | Voices of Support | News | Get Involved | FAQ

The Standards

Introduction
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
» Introduction
» Operations & Algebraic Thinking
» Number & Operations in Base Ten
» Number & Operations—Fractions
» Measurement & Data
» Geometry
Grade 6
Grade 7
Grade 8
High School: Number & Quantity
High School: Algebra
High School: Functions
High School: Modeling
High School: Geometry
High School: Statistics & Probability

Mathematics » Grade 5 » Measurement & Data

Standards in this domain:

5.MD.1 | 5.MD.2 | 5.MD.3 | 5.MD.4 | 5.MD.5

Convert like measurement units within a given measurement system.

5.MD.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data.

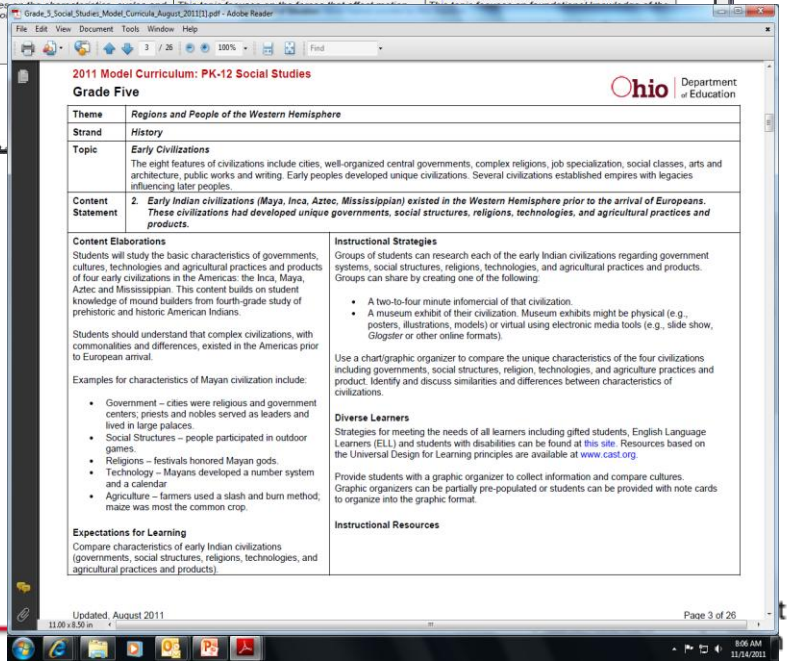
5.MD.2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

5.MD.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
- A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
- A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.

5.MD.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
- Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the


2011 Model Curriculum: PK-12 Social Studies

Grade Five

Ohio Department of Education

Theme	***Regions and People of the Western Hemisphere***
Strand	***History***
Topic	***Early Civilizations*** The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.
Content Statement	2. ***Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.***

Content Elaborations

Students will study the basic characteristics of governments, cultures, technologies and agricultural practices and products of four early civilizations in the Americas: the Inca, Maya, Aztec and Mississippian. This content builds on student knowledge of mound builders from fourth-grade study of prehistoric and historic American Indians.

Students should understand that complex civilizations, with commonalities and differences, existed in the Americas prior to European arrival.

Examples for characteristics of Mayan civilization include:
- Government – cities were religious and government centers; priests and nobles served as leaders and lived in large palaces.
- Social Structures – people participated in outdoor games.
- Religions – festivals honored Mayan gods.
- Technology – Mayans developed a number system and a calendar
- Agriculture – farmers used a slash and burn method; maize was most the common crop.

Expectations for Learning

Compare characteristics of early Indian civilizations (governments, social structures, religions, technologies, and agricultural practices and products).

Instructional Strategies

Groups of students can research each of the early Indian civilizations regarding government systems, social structures, religions, technologies, and agricultural practices and products. Groups can share by creating one of the following:
- A two-to-four minute infomercial of that civilization.
- A museum exhibit of their civilization. Museum exhibits might be physical (e.g., posters, illustrations, models) or virtual using electronic media tools (e.g., slide show, Glogster or other online formats).

Use a chart/graphic organizer to compare the unique characteristics of the four civilizations including governments, social structures, religion, technologies, and agriculture practices and product. Identify and discuss similarities and differences between characteristics of civilizations.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Provide students with a graphic organizer to collect information and compare cultures. Graphic organizers can be partially pre-populated or students can be provided with note cards to organize into the graphic format.

Instructional Resources

Updated, August 2011

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The Standards Extensions Project Committee

The committee represented educational stakeholders from all regions in Ohio, including:

- General Education Teachers
- Special Education Teachers
- Parents
- Community School Members
- Curriculum Coordinators

Structuring Ohio's Extended Standards

- Only a few states already have already written extensions for academic content standards.
- After research, Ohio chose Delaware and North Carolina as models.
- Challenges included:
  - No common language between subject areas
  - No models from other states for science and social studies
  - Maintaining the essence of standards

Delaware and North Carolina

Delaware

Reading Standards for Literature (RL) K—2

Key Ideas and Details (KID)

2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- *Essence: Ask and answer questions about text*
- E1: Ask questions with prompting and support and independently answer text-based questions.
- E2: Independently answer text-based questions.
- E3: With prompting and support, answer text-based questions.

2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- *Essence: Recount story and identify the main idea*
- E1: Retell a familiar story with a few details and demonstrate an understanding of its main idea.
- E2: Retell a familiar story with a few details.
- E3: Identify the main idea of a story.

2.3 Describe how characters in a story respond to major events and challenges.
- *Essence: Character development*
- E1: Identify events or challenges related to a character.
- E2: Describe a character.
- E3: Identify a character.

Craft and Structure (CS)

2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- *Essence: Identify patterns in text*
- E1: Identify repeated words, phrases, or rhymes in a story, poem, or song.
- E2: Identify words or phrases in a story or poem that suggest feelings.
- E3: Identify familiar words and phrases.

2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- *Essence: Text structure*
- E1: Describe the beginning and ending of a story.
- E2: Sequence events related to a story.
- E3: Identify the beginning and/or ending of a story.

2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- *Essence: Point of view*
- E1: Identify the point of view of a character.
- E2: Identify which character is speaking.
- E3: Name one or more character(s).

North Carolina

Kindergarten English/ Language Arts
Reading Standards for Literature

Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details	Identify details in stories	**Key Ideas and Details**
Cluster 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.		Cluster 1. With prompting and support, answer questions about key details in a familiar story. 2. With prompting and support, identify key details in a familiar story. 3. With prompting and support, identify characters in a familiar story.
Craft and Structure	Recognize text structure	**Craft and Structure**
Cluster 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		Cluster 4. With prompting and support, ask a reader about unknown words in a text. 5. Recognize familiar texts (e.g., storybooks, poems). 6. With prompting and support, identify the print as the part of the page to be read (e.g., *Show me where I start reading.*).

Complexity Level

- The committee chose to construct extensions from “Most Complex” to “Least Complex”.
- Learning progressions exist within grade band extensions.
- At times, the verb in the extension is the key difference; the complexity is reduced by reducing the taxonomy level.

Essence Statements

Written to capturing the targeted meaning of groups of standards statements within strands (domains for math). They are contained in the following grade bands:

- K-2
- 3-5
- 6-8
- 9-12

Reading the ELA Extensions

Strand

Grade Band

Reading Standards for Literature Extended Standards		Grades K – 2
Essence of the Standards: • *Identify details and key ideas in text* • *Recognize and use text structures to support understanding* • *Recognize and use illustrations to support understanding* • *Actively engage with various types of age appropriate literature*		
Most Complex ←		→ Least Complex
Key Ideas and Details		
RL.K2.1a Ask and answer who, what, where, when, or how questions to demonstrate understanding of text.	**RL.K2.1b** Ask and answer who, what, where, or when questions to demonstrate understanding of text.	**RL.K2.1c** Answer who … questions to demonstrate understanding of text.
RL.K2.2a Retell fables, folktales or other stories including the central message and supporting details.	**RL.K2.2b** Retell or sequence events in a story demonstrating understanding of the central message.	**RL.K2.2c** Retell or sequence two events from a story.
RL.K2.3a Describe characters and how they change in a story (e.g., sad to happy, short to tall).	**RL.K2.3b** Identify characters, settings or events in a story.	**RL.K2.3c** Recognize characters, settings, or events in a story.
Craft and Structure		
RL.K2.4a Identify words that repeat, rhyme, or support the rhythm in a story, poem, or song	**RL.K2.4b** Identify emotion and sensory words in a story, poem or song	**RL.K2.4c** Identify … song that suggest feelings.
RL.K2.5a Explain the difference between real (informational), and made-up (literary) text or poetry.	**RL.K2.5b** Recognize common types of texts (e.g., storybooks, poems).	**RL.K2.5c** Recognize the difference between real (informational), and a poem
RL.K2.6a Identify the point of view or attitude of various characters.	**RL.K2.6b** Identify the point of view or attitude of main character.	**RL.K2.6c** Match pictures or objects to identify who is telling a story.
Integration of Knowledge and Ideas		
RL.K2.7a Use illustrations and text to describe the characters, setting, or events from a story.	**RL.K2.7b** Use illustrations, concrete objects or text to identify details, characters, setting, or events from a story.	**RL.K2.7c** Use illustrations or concrete objects that relate to a story.
RL.K2.8a Describe similarities or differences in two or more versions of a story.	**RL.K2.8b** Match similarities of characters or events in two versions of a story.	**RL.K2.8c** Identify two books that have similar characters or themes.
Range of Reading and Level of Text Complexity		
RL.K2.9a Actively participate in supported grade level/age appropriate adapted literature materials.	**RL.K2.9b** Participate in supported grade level/age appropriate adapted literature materials.	**RL.K2.9c** Actively engage in supported grade level/age appropriate adapted literature materials.

Central ideas written to capture overall meaning of the standards within a strand of a grade band domain

Three levels of complexity written for standards

Topic

Extensions

Reading the Math Extensions

Domain

Grade Band

Mathematics Standards: **Grades K-2**

Domain: Counting and Cardinality

Extended Standards

Essence of the Standard:

- *Counting*
- *Count up from a given number*
- *Represent objects with written numerals*
- *One-to-one correspondence and concept of one more*
- *Count to answer "how many?"*
- *Compare groups of objects*
- *Compare written numerals*

Central ideas written to capture overall meaning of the standards and cluster statements within the grade band domain

Most Complex ← → Least Complex

Three levels of complexity written for standards/clusters

Know number names and the count sequence.		
CC.K2.1a Count by 1s up to 50.	**CC.K2.1b** Count up to 20 by 1's using a model or concrete objects.	**CC.K2.1c** Count up to 10 by 1's using a model or concrete objects.
CC.K2.2a Count forward beginning from a given number between 1 and 50.	**CC.K2.2b** Count forward beginning from a given number between 1 and 20.	**CC.K2.2c** Identify the next number when given a starting number between 1 and 10.
Count to tell the number of objects		
CC.K2.3a Match the correct numeral for objects up to 20, including 0.	**CC.K2.3b** Match the correct numeral to objects up to 15.	**CC.K2.3c** Match the correct numeral to objects up to 10.
CC.K2.4a Count the total number of objects up to 20.	**CC.K2.4b** Count the total number of objects up to 10.	**CC.K2.4c** Count the total number of objects up to 5.
Compare numbers/Compare numbers		
CC.K2.5a Compare two numerals between 1and10 to determine which is "greater than", "less than", or "equal to".	**CC.K2.5b** Compare two numerals between1-10 to determine which is "greater than" or "less than".	**CC.K2.5c** Identify whether the number of objects in one group is "greater [illegible] or "less than" the number of objects in another group, up to 10 objects.

Use Table of Contents to code:
KCC= Kindergarten, Counting and Cardinality

Extensions

Ohio Department of Education

Reading the Science Extensions

Strand

Grade Band

Earth and Space Science (ESS) Ohio Extended Standards — Grades K – 2

Essence of the Standards:

- *Daily and seasonal changes in weather*
- *Sun as a source of energy*
- *Changes in physical properties of water*
- *Atmospheric properties*
- *Sun, moon and stars*

Central ideas written to capture overall meaning of the content statements within a topic of a grade band

Most Complex ⟷ Least Complex

Three levels of complexity written for content statements

(K) Daily and Seasonal Changes		
ESS.K2.1a Describe what (sun, moon, stars) could be found in the sky at a specific time of day.	**ESS.K2.1b Indicate** which objects are found in the sky during the day and at night.	**ESS.K2.1c** Identify da[illegible] and nighttime.
ESS.K2.2a Identify the weather pattern and the season when that weather occurs.	**ESS.K2.2b** Describe types of weather changes.	**ESS.K2.2c** Identify types of short-term weather (e.g., rain, snow, clear).
(1) Sun, Energy and Weather		
ESS.K2.3a Recognize that the sun is a source of energy that can change temperature (e.g., Why is the ground warmer/cooler in the shade/sun? Where does the cup of water heat up faster: Sun/shade, cloud cover/clear sky?).	**ESS.K2.3b** Recognize that the sun warms an object.	**ESS.K2.3c** Identify properties of the sun (temperature, bri[illegible]tness, size).
ESS.K2.4a Explain that temperature changes modify the state of water.	**ESS.K2.4b** Predict what happens when ice is put in a heated environment or when water is put into a cold environment.	**ESS.4c** Identify that water when frozen becomes ice.
(2) The Atmosphere		
ESS.K2.5a Recognize the various properties of air (e.g., temperature, movement or takes up space).	**ESS.K2.5b** Identify a property of air (e.g. moving air in some way)	**ESS.K2.5c** Recognize that air takes up space.
ESS.K2.6a Investigate that water condenses (goes from vapor to liquid) and evaporates (goes from liquid to vapor).	**ESS.K2.6b** Identify forms of water in the air (e.g., cloud, rain, snow, humidifier).	**ESS.K2.6c** Identify rain or snow as water in the air.

Topic

Extensions

Reading the Social Studies Extensions

Strand

Grade Band

Central Ideas written to capture overall meaning of the content statements within themes

Three levels of complexity written for content statements

Topic

Extensions

History (HIS) Extended Standards — Grades K – 2

Essence of Standards:

HISTORICAL THINKING AND SKILLS

- *Then and now (changes over time)*

HERITAGE:

- *Traditions and customs of the family and country*
- *Food and shelter*
- *People who lived in the past affect today.*
- *Everyday technology*

Most Complex ← → Least Complex

Most Complex		Least Complex
Historical Thinking and Skills		
HIS.K2.1a Place a sequence of events or dates on a timeline.	**HIS.K2.1b** Place a series of personal events in chronological order.	**HIS.K2.1c** Use a personal day schedules to identify the "next" activity.
HIS.K2.2a Identify the months of the year.	**HIS.K2.2b** Identify today, tomorrow and yesterday on a calendar.	**HIS.K2.2c** Identify the day and events of the day.
HIS.K2.3a Sort pictures or objects that identify events/tools from past or present.	**HIS.K2.3b** Share and communicate about personal pictures/experiences over time.	**HIS.K2.3c** Share personal objects, pictures or drawings of self at different ages.
Heritage		
HIS.K2.4a Identify a U.S. tradition (e.g., 4th of July, Pledge of Allegiance, National Anthem).	**HIS.K2.4b** Identify a family tradition.	**HIS.K2.4c** Identify something you like to do repeatedly.
HIS.K2.5a Identify things people needed in the past.	**HIS.K2.5b** Identify things you need (human needs).	**HIS.K2.5c** Identify objects you use for a specific purpose.
HIS.K2.6a Provide information about a historical figure's life or past.	**HIS.K2.6b** Provide information about a family member's life or past.	**HIS.K2.6c** Provide information about your own life or past.
HIS.K2.7a Distinguish between different places where specific technologies are found (e.g., dishwasher in kitchen, car on road/parking lot).	**HIS.K2.7b** Describe the functions of various technologies (e.g., washing machine for cleaning clothes, computer for doing homework).	**HIS.K2.7c** Identify everyday technological appliances/devices (e.g., computer, toaster, electric pencil sharpener).

How Extensions Will Be Displayed

Ohio Academic Content Standards

Reading Standards for Literature — Grades K – 2

Kindergarten	Grade 1	Grade 2
Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, Identify characters, settings, and major events in a story.	***Key Ideas and Details*** 1. Ask and answer questions about key details and events in a text. **2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **3.** Describe characters, settings, and major events in a story, using key details.	***Key Ideas and Details*** 1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details and events in a text. **2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **3.** Describe how characters in a story respond to major events and challenges.
Craft and Structure **4.** Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	***Craft and Structure*** 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **5.** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text.	***Craft and Structure*** **4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	***Integration of Knowledge and Ideas*** **7.** Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories.	***Integration of Knowledge and Ideas*** **7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.	***Range of Reading and Level of Text Complexity*** 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	***Range of Reading and Level of Text Complexity*** 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Description

- The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*
- *The complexity options for these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.*

Ohio Academic Content Standards - Extensions

Reading Standards for Literature Extended Standards — Grades K – 2

Essence of the Standards:

- *Identify details and key ideas in text*
- *Recognize and use text structures to support understanding*
- *Recognize and use illustrations to support understanding*
- *Actively engage with various types of age appropriate literature*

Most Complex ← → Least Complex

Key Ideas and Details • Ask and answer who, what, where, when, why and how questions about text. • Retell a story including the central message and supporting details. • Describe characters, settings and events in a story.	***Key Ideas and Details*** • Ask and answer who, what, where and when questions about text. • Retell a story including the central message. • Identify characters, settings or events in a story.	***Key Ideas and Details*** • Answer who or what questions about text. • Retell a story including key details. • Identify characters in a story.
Craft and Structure • Identify repeated words, phrases in a story, poem, or song that contribute to the meaning. • Describe how the beginning introduces and the ending concludes a story. • Identify the point of view/attitude of various characters.	***Craft and Structure*** • Identify words or phrases in a story, poem or song that suggest feelings. • Explain the difference between text that tells stories and text that gives information. • Identify the point of view/attitude of a character.	***Craft and Structure*** • Identify words and phrases that suggest feelings. • Recognize the difference between a story and a poem or a play. • Identify who is telling a story.
Integration of Knowledge and Ideas • Use illustrations and details from a story to describe the characters, setting, or events. • Describe similarities and differences between two versions of a story.	***Integration of Knowledge and Ideas*** • Identify illustrations that show or describe characters or events from a story. • Match similarities of characters and events between two versions of a story.	***Integration of Knowledge and Ideas*** • Identify illustrations from a story. • Identify two books that have similar characters or themes.
Range of Reading and Level of Text Complexity • *Independently read grade level/age appropriate literature materials that are adapted to the students' reading level.*	***Range of Reading and Level of Text Complexity*** • *Read supported and shared grade level/age appropriate literature materials that are adapted to the students' reading level.*	***Range of Reading and Level of Text Complexity*** • *Actively participate in supported grade level/age appropriate literature materials that are adapted to the students' ability level.*

Ohio Academic Content Standards – Extended (OACS-E)

- Help teachers provide meaningful access to academic content standards for instruction of students with significant cognitive disabilities, while concurrently allowing the development of an adaptive on-demand performance-based alternate assessment.
- Ensure that students with significant cognitive disabilities receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core and Revised State Standards.

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