Texas SPED Support

Self-Determination Vertical Alignment:
ELAR 6-12

Developing and Sustaining Foundational Language Skills: Oral Language
The student develops oral language through listening, speaking, and discussion. The student is expected to:

6th Grade 110.22	7th Grade 110.23	8th Grade 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
1	1	1	1	1	1	1
(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas	(A) listen actively to interpret a message by summarizing, asking questions, and making comments	(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes		(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies
(B) follow and give oral instructions that include multiple action steps	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems		(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes		(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately	
(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	(C) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	(C) give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	(C) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	(C) formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively

[1]Wehmeyer M.L. Self-determination and Mental Retardation. In: Glidden L., editor. International Review of Research in Mental Retardation. Academic Press; San Diego, CA, USA: 2001. pp. 1–48. [Google Scholar]
[2]https://beachcenter.lsi.ku.edu/sites/default/files/inline-files/Beach/What_Is_SD.pdf

6th Grade 110.22	7th Grade 110.23	8th Grade 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement	(D) engage in meaningful discourse and provide and accept constructive feedback from others	(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues	(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making		(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria	

Developing and Sustaining Foundational Language Skills: Self-Sustained Reading

Listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:

6th Grade 110.22	7th Grade 110.23	8th Grade 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
4	4	4	3	3	3	3
(A) self-select text and interact independently with text for increasing periods of time						

Comprehension Skills

Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

6th Grade 110.22	7th Grade 110.23	8th Grade 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
5	5	5	4	4	4	4
(A) establish purpose for reading assigned and self-selected text						
(B) generate questions about text before, during, and after reading to deepen understanding and gain information						
(D) create mental images to deepen understanding						
(E) make connections to personal experiences, ideas in other texts, and society						
(F) make inferences and use evidence to support understanding						
(G) evaluate details read to determine key ideas						
(H) synthesize information to create new understanding				(H) synthesize information from two texts to create new understanding	(H) synthesize information from multiple texts to create new understanding	(H) synthesize information from a variety of text types to create new understanding	
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down					(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating, and using outside sources when understanding breaks down	

Response Skills

Listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

6th Grade 110.22	7th Grade 110.23	8th Grade 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
6	6	6	5	5	5	5
(A) describe personal connections to a variety of sources, including self-selected texts						
(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres					(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres	
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice					(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice	
(I) reflect on and adjust responses as new evidence is presented			(I) reflect on and adjust responses when valid evidence warrants			

Multiple Genres: Genres

Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

6th Grade 110.22	7th Grade 110.23	8th Grade 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
8	8	8	6	6	6	6
(D) analyze characteristics and structural elements of informational text, including, (ii) features such as introduction, foreward, preface, references, or acknowledgements to gain background information	(D) analyze characteristics and structural elements of informational text, including, (ii) features such as references or acknowledgements	(D) analyze characteristics and structural elements of informational text, including, (ii) features such as footnotes, endnotes, and citations				
(E) analyze characteristics and structures of argumentative text by: (i) identifying the claim (ii) explaining how the author uses various types of evidence to support the argument	(E) analyze characteristics and structures of argumentative text by: (i) identifying the claim (ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument	(E) analyze characteristics and structures of argumentative text by: (i) identifying the claim and analyzing the argument (ii) identifying and explaining the counter argument	(E) analyze characteristics and structural elements of argumentative text such as: (i) clear arguable claim, appeals, and convincing conclusions (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals	(E) analyze characteristics and structural elements of argumentative text such as: (i) clear arguable claim, appeals, and convincing conclusions (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals	(E) analyze characteristics and structural elements of argumentative text such as: (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals	(E) critique and evaluate characteristics and structural elements of argumentative text such as: (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals

Composition: Genres

Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

6th Grade 110.22	7th Grade 110.23	8th Grade 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
10	10	10	9	9	9	9
(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure			(D) compose correspondence in a professional or friendly structure			

Inquiry & Research

Listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

6th Grade 110.22	7th Grade 110.23	8th Grade 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
12	12	12	11	11	11	11
(A) generate student-selected and teacher-guided questions for formal and informal inquiry			(A) develop questions for formal and informal inquiry			
(D) identify and gather relevant information from a variety of sources						
			(E) locate relevant sources			
(F) synthesize information from a variety of sources						
(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results						
			(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			