

Alternate Eligible Content (AEC) Example

Subject: ELA

Grade: 8

AEC Code: E08BV4.1.1a

AEC: Use context to determine the meaning of an unknown or multiple meaning word.

Intent Statement: Use clues from the text to define unknown/unfamiliar words or a word that can have many meanings.

PA Reporting Category: E08.B Informational Text

PA Core Standards (List all that apply): ·

CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools.

Assessment Anchor: E08.B-V.4 Vocabulary Acquisition and Use

Descriptor: E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content: E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede). c. Determine the meaning of technical words and phrases used in a text.

AEC Coded

KNOW: Meaning of unknown or multiple meaning words

DO: Determine

CONTEXT: Use context

Definition Notes: n/a

Original Text: Protect Your Privacy Online

<http://www.readworks.org/passages/protect-your-privacy-online>

Most Complex Level

Content Target: Using context clues provided within modified text, the student will identify the meaning of a multiple-meaning word within the text, with optional choices provided.

Example: The student will read or listen to the original text and modified text. Then, the student will generate possible meanings of the word, “post,” and identify which meaning matches the context clues given in the text. Tailor answer choices to meet student needs by using pictures, or some or all of the text given.

Original text:

“One of the biggest mistakes that teens make is believing that the information that they post is private and just amongst their friends,” explains Michelle Boykins at the National Crime Prevention Council. Anyone can copy and resend material. There’s even less control over “friends of friends.”

Modified text:

Sometimes I share pictures or talk with others online. The teacher explained, “The information that teens *post* through the Internet is not private and not just amongst your friends.”

What does it mean to *post* online?

-Students would read aloud the paragraph and generate possible meanings of the word *post*.

Options: put it online, type it on the computer, share it on social media (SnapChat, Facebook, Twitter, Instagram), send through the mail, read a news column, (post office, news post, online post, post a note, etc...)

Mid Complexity Level

Content Target: Using context clues provided within greatly modified text and images to support comprehension, the student will identify the meaning of a multiple-meaning word within the text, with three visual or object choices provided.

Example: The student will read or listen to the original text and greatly modified text. Then, the student will generate possible meanings of the word, “post,” and identify which meaning matches the context clues given in the text and picture supports. Tailor answer choices to meet student needs by using objects instead, more familiar pictures, or some or all of the text given.

Original text:

“One of the biggest mistakes that teens make is believing that the information that they post is private and just amongst their friends,” explains Michelle Boykins at the National Crime Prevention Council. Anyone can copy and resend material. There’s even less control over “friends of friends.”

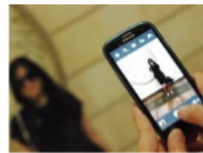
Teens like to talk to each other online.



Teens talk to each other online using phones and computers.



Many teens *post* information and share pictures online.



Post can mean many things. What does *post* mean in this sentence?



A fence holds the wire



Sending a letter in the mail



Putting information on the computer

Least Complex Level

Content Target: Using context clues provided within significantly modified text and images to support comprehension, the student will identify the meaning of a multiple-meaning word within the text, with two visual or object choices provided.

Example: The student will read or listen to the original text and significantly modified text. Then, the student will talk about given possible meanings of the word, “post,” and identify which meaning matches the context clues given in the text and picture supports. Tailor answer choices to meet student needs by using objects instead, more familiar pictures, or some or all of the text given.

Original text:

“One of the biggest mistakes that teens make is believing that the information that they post is private and just amongst their friends,” explains Michelle Boykins at the National Crime Prevention Council. Anyone can copy and resend material. There’s even less control over “friends of friends.”

Modified text:

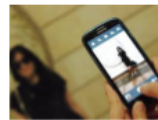
Friends like to talk and share online.



Friends *post* online to talk.



Friends *post* online to share pictures.



Which picture shows a person posting online?



**Sending a letter at the
post office**



**Putting information in
an Internet post**