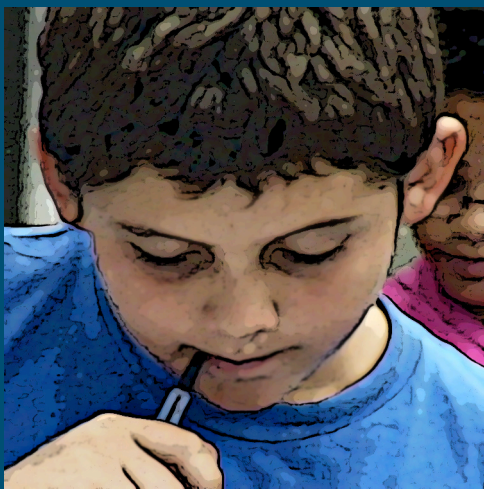


2006 Sunshine State Standards

K-12 Reading & Language Arts

Florida Department of Education



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Overview

Sunshine State Standards: Reading and Language Arts

History

The Sunshine State Standards were first approved by the State Board of Education in 1996 as a means of identifying academic expectations for student achievement in Florida. These original standards were written in seven subject areas and were divided into four separate grade clusters (PreK-2, 3-5, 6-8, and 9-12). This format was chosen to provide flexibility to school districts in designing curriculum based on local needs.

As Florida moved toward greater accountability for student achievement at each grade level, the Sunshine State Standards were further defined with specific “Grade Level Expectations” added over time. However, as time went on, two realities appeared that magnified the need to increase the level of rigor in Florida’s academic standards. First, as the achievement of Florida students began to increase over time, it was recognized that the level of rigor in the 1996 standards was inadequate to address the increased levels of achievement registered by our students. Second, ample evidence from both national and international measures of student achievement indicated the urgent need for higher levels of challenge for all of our students. This could not occur without a serious effort to increase the level of rigor and expectations across the board for all Florida students.

This realization was not isolated to a review and revision of the Sunshine State Standards for Reading and Language Arts. The Department of Education recognized the need for a systematic approach to review and revise all of the academic standards, and on January 17, 2006, the State Board of Education adopted a six year cycle that set forth a schedule for the regular review and revision of all K-12 content standards (<http://www.flstandards.org/>). This move went far beyond increasing the rigor of the standards, however; and included the alignment of the new standards with assessments, instructional materials, professional development, and teacher licensure exams. This way, the new standards and their higher levels of rigor will be fully integrated into the entire culture of K-12 instruction. This move sets the stage for higher levels of rigor, and higher academic achievement, for decades to come.

Revision Process

The Florida Department of Education initiated the review of the Reading and Language Arts Standards by using analyses of our standards articulated by external groups. Their feedback helped to guide the revisions.

Entities including The Council of Basic Education and the AP College Board made a number of common observations and provided solid recommendations that produced the guiding principles for the revision process. These included:

1. Streamline the standards so that the breadth of coverage is more manageable. A reduction in the number and scope of benchmarks was needed to assist teachers with lesson planning, curriculum pacing and focusing on the essential knowledge needed for students in each grade level.

2. Organize the revision by specific grade level, incorporating the extensive list of Grade Level Expectations into grade level benchmarks or eliminating them if duplication, repetition or a lack of cognitive complexity was observed.
3. Restructure the numerical identification system to reflect the specific grade level of standards and benchmarks.
4. Use clear and concise language in standards and benchmarks.
5. Carry the rigor reflected in grade K-5 benchmarks through to grades 6-12.
6. Address the lack of cognitive complexity across all grades levels by consistently increasing levels of cognitive complexity to encourage the development of specific critical thinking skills, relevance of content, and increased levels of rigor.
7. At the secondary level, include those skills needed for postsecondary success and work related skills.

Beginning in 2005 and continuing into 2006, a number of activities took place as the 1996 standards were analyzed and the revisions began. These included meetings with Language Arts and Reading supervisors, teachers, content specialists, professional organizations, and other stakeholders. Continued stakeholder input was encouraged throughout this phase, through both hard copy and a web-based input system that ensured stakeholder ease in providing meaningful feedback.

To ensure that the new standards would meet the needs of all children, meetings were held with staff members from the Bureau of Exceptional Education and Student Services and the Bureau of Academic Achievement Through Language Acquisition, as well as teachers representing both groups. This helped to facilitate adding access points both for students with significant cognitive disabilities as well as for English Language Learners.

Access points for students with significant cognitive disabilities are included in this document, and access points for English Language Learners will be available online in early 2007 (<http://www.flstandards.org/>).

Meetings were also held with the Assessment Office to evaluate consistency in concepts across grade levels and to ensure that the standards were measurable.

In addition to revising the content that was already in the standards, we felt a strong commitment to ensuring that the standards addressed twenty-first century needs. For example, the areas of Technology and Information Literacy were not addressed in the 1996 standards, but have a prominent place in the 2006 revisions.

A Commitment to Excellence

In 2006, the Florida legislature boldly stated its commitment to higher and more challenging standards for Florida's children by passing HB 7087. Florida law now reads:

§ 1001.03(1) ...The state board shall establish a schedule to facilitate the periodic review of the standards to ensure adequate rigor, relevance, logical student progression, and integration of reading, writing, and mathematics across all subject areas.

This is a commitment that is shared by educators across Florida, as evidenced by the overwhelming level of public feedback to this revision process. Our goal now is to move forward with confidence and a sense of purpose as we begin implementing these higher and more rigorous standards.

Many people were involved in the review and revision of the Reading and Language Arts Standards. We extend our thanks to all of the teachers and members of the public for their active interest in this important area of work, and we look forward to continuing to work with them as partners in implementing these higher expectations for all of Florida's students.

John L. Winn
Commissioner of Education

Reading and Language Arts Strands and Standards

Reading Process

Concepts of Print

Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.

Phonological Awareness

Standard: The student demonstrates phonological awareness.

Phonemic Awareness

Standard: The student demonstrates phonemic awareness.

Phonics/Word Analysis

Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

Vocabulary Development

Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

Reading Comprehension

Standard: The student uses a variety of strategies to comprehend grade level text.

Literary Analysis

Fiction

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

Nonfiction

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

Writing Process

Prewriting

Standard: The student will use prewriting strategies to generate ideas and formulate a plan.

Drafting

Standard: The student will write a draft appropriate to the topic, audience, and purpose.

Revising

Standard: The student will revise and refine the draft for clarity and effectiveness.

Editing for Language Conventions

Standard: The student will edit and correct the draft for standard language conventions.

Publishing

Standard: The student will write a final product for the intended audience.

Writing Applications

Creative

Standard: The student develops and demonstrates creative writing.

Informative

Standard: The student develops and demonstrates informative writing that provides information related to real-world tasks.

Persuasive

Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

Communication

Penmanship

Standard: The student engages in the writing process and writes to communicate ideas and experiences.

Listening and Speaking

Standard: The student effectively applies listening and speaking strategies.

Information and Media Literacy

Informational Text

Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.

Research Process

Standard: The student uses a systematic process for the collection, processing, and presentation of information.

Media Literacy

Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

Technology

Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials, and processes.

Access Points for Students with Significant Cognitive Disabilities

The Sunshine State Standards are the foundation of curriculum, instruction, and assessment for all Florida students. The intent of the access points is to provide access to the general curriculum for students with significant cognitive disabilities.

The access points consist of foundational skills that are clearly linked to the general education content. The content is reduced in depth and complexity to provide access to the Sunshine State Standards while still providing rigor and challenging academic expectations for students with significant cognitive disabilities. Access points were developed with three levels of complexity for these students to ensure that all, even those students with the most significant cognitive disabilities, have access to the Sunshine State Standards. The three levels of complexity are Independent, Supported, and Participatory.

Independent: Students working at this level are generally considered to be capable of meeting their own needs and working and living successfully in their communities as adults without overt support from others. Students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills. Assistive or adaptive aides may be used as long as they are accessed independently.

Supported: Students working at this level are generally considered to be capable of achieving supported independence in adulthood. These students will require supervision and support through their lives but can learn many skills to maximize their independence. Students working at the supported level are expected to perform the behaviors identified for each benchmark with assistive or adaptive aides, supervision, or prompting.

Participatory: Students working at this level are generally considered to have significant limitations that preclude their ability to generalize or transfer their learning. These students will be dependent on others for most, if not all, of their daily needs in adulthood. Students working at the participatory level are expected to perform behaviors identified for each benchmark at a level consistent with their own capabilities with varying amounts and types of assistance.

Acknowledgements

The Florida Department of Education gratefully acknowledges the cooperation and assistance received from individuals and groups throughout Florida in this current revision process. Without such cooperation, these revisions would not have been possible.

We wish to express a special thanks to the many local educators, parents, and business people who participated in the current revision process by serving on curriculum committees and reacting to draft documents, including:

- Alternative Assessment Advisory Committee,
- Bureau District Partners for Exceptional Student Education,
- Florida Association for Media in Education,
- Florida Association of Supervisors of Media,
- Florida Center for Reading Research,
- Florida Comprehensive Assessment Test Reading Content Advisory Committee,
- Florida Comprehensive Assessment Test Writing Content Advisory Committee,
- Florida Council of Teachers of English,
- Florida's Council of Language Arts Supervisors,
- Learning Systems Institute,
- Reading Supervisors of Florida, and
- Statewide Advisory Committee for the Education of Exceptional Students.

Kindergarten

LA.	K.	1.	1.	1
Subject	Grade	Strand	Standard	Benchmark

Kindergarten: Reading Process

Concepts of Print		Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.
	The student will:	
LA.K.1.1.1	- locate a printed word on a page;	
LA.K.1.1.2	- distinguish letters from words;	
LA.K.1.1.3	- identify the separate sounds in a spoken sentence;	
LA.K.1.1.4	- match print to speech;	
LA.K.1.1.5	- identify parts of a book (e.g., front cover, back cover, title page);	
LA.K.1.1.6	- move top to bottom and left to right on the printed page; and	
LA.K.1.1.7	- name all upper and lower case letters of the alphabet.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent.</i> The student will:	<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - locate a printed word on a page; - recognize that sentences are made of separate words; - identify familiar books by their covers; - hold books correctly and turn pages one at a time from front to back; and - name ten or more letters of the alphabet and identify whether a letter is upper or lower case. 	<ul style="list-style-type: none"> - hold books correctly; - turn pages one at a time in a book; - locate print on a page or in the classroom environment; and - identify one letter in own first name. 	<ul style="list-style-type: none"> - respond to a familiar person reading a book aloud; and - identify picture of self.

Phonological Awareness		Standard: The student demonstrates phonological awareness.
	The student will:	
LA.K.1.2.1	- auditory segment sentences into the correct number of words;	
LA.K.1.2.2	- identify, blend, and segment syllables in words;	
LA.K.1.2.3	- recognize and produce words that rhyme; and	
LA.K.1.2.4	- identify, blend, and segment onset and rime.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent.</i> The student will:	<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - identify words and environmental sounds that are the same or different; - identify words that rhyme; - segment auditory sentences into individual words; and - orally blend and segment compound words with picture prompts. 	<ul style="list-style-type: none"> - identify environmental sounds that are the same; and - imitate rhyming words and rhythm in songs and poems. 	<ul style="list-style-type: none"> - respond to rhythm in familiar songs and rhymes; and - respond to environmental sounds.

Phonemic Awareness		Standard: The student demonstrates phonemic awareness.	
	The student will:		
LA.K.1.3.1	- identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., “sat”);		
LA.K.1.3.2	- blend and segment individual phonemes in simple, one-syllable words; and		
LA.K.1.3.3	- manipulate individual phonemes in CVC words through addition, deletion, and substitution.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will match familiar spoken words that start with the same sounds.		<i>Supported:</i> The student will distinguish whether environmental sounds are the same or different.	<i>Participatory:</i> The student will respond to own name or other familiar spoken words.

Phonics/Word Analysis		Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
	The student will:		
LA.K.1.4.1	- recognize and recall the one to one correspondence between most letters and sounds; and		
LA.K.1.4.2	- decode simple words in isolation and in context.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: - recognize that letters represent sounds; - identify own first and last name in print; and - identify informational logos or symbols in the environment.		<i>Supported:</i> The student will: - recognize that words are made of letters; - match own first name in print; and - identify pictorial logos or symbols in the environment.	<i>Participatory:</i> The student will: - respond to spoken words and environmental sounds used as prompts or cues; and - respond to spoken words, gestures/ signs, or referent objects in familiar stories, songs, rhymes, and routines.

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
	The student will:		
LA.K.1.6.1	- use new vocabulary that is introduced and taught directly;		
LA.K.1.6.2	- listen to and discuss both familiar and conceptually challenging text;		
LA.K.1.6.3	- describe common objects and events in both general and specific language;		
LA.K.1.6.4	- identify and sort common words into basic categories (e.g., colors, shapes, food);		
LA.K.1.6.5	- use language correctly to express spatial and temporal relationships (e.g., up/down, before/after); and		
LA.K.1.6.6	- relate new vocabulary to prior knowledge.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to and talk about stories; and - identify and describe persons, objects, and actions in familiar activities. 		<ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to and interact with familiar stories; and - identify persons and objects in familiar activities. 	<ul style="list-style-type: none"> - respond to new vocabulary that is introduced and taught directly; - listen and respond to familiar stories; and - respond to a familiar person or object in routines.

Reading Comprehension		Standard: The student uses a variety of strategies to comprehend grade level text.	
	The student will:		
LA.K.1.7.1	- make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);		
LA.K.1.7.2	- use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction;		
LA.K.1.7.3	- retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence; and		
LA.K.1.7.4	- identify the author’s purpose as stated in the text.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - make predictions about a story using text features (e.g., illustrations); - determine if pictures represent real or make believe; - identify characters, objects, and actions pictured in familiar read-aloud stories; and - identify the author’s purpose in read-aloud stories by answering literal yes/no questions. 		<ul style="list-style-type: none"> - identify pictures in familiar read-aloud stories; - identify familiar characters or objects pictured in read-aloud stories; and - identify characters that relate to the author’s purpose in read-aloud stories. 	<ul style="list-style-type: none"> - respond to familiar read-aloud stories; - attend to pictures or symbols used in routines; and - respond to a familiar person or object in routines.

Kindergarten: Literary Analysis

Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.	
	The student will:		
LA.K.2.1.1	- identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables);		
LA.K.2.1.2	- retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting;		
LA.K.2.1.3	- identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and others rhyming selections;		
LA.K.2.1.4	- select materials to read for pleasure; and		
LA.K.2.1.5	- participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection) and text to world (social connection).		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - contribute to a discussion about a read-aloud story; - identify events and characters in familiar read-aloud literary forms; - identify rhythm and word patterns in read-aloud poetry and songs; - select materials to view or listen to for pleasure; and - contribute to a discussion about read-aloud stories, identifying a familiar character, object, or event. 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - recognize familiar literary forms (e.g., picture books, nursery rhymes); - recognize events and characters pictured in familiar read-aloud literary forms; - imitate rhythm in read-aloud poetry and songs; - select materials to view or listen to for pleasure; and - listen to and interact with familiar read-aloud stories, identifying pictures of characters, objects, or events. 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - attend to familiar literary forms (e.g., picture books, nursery rhymes); - respond to pictures or sounds of characters in familiar read-aloud stories; - respond to rhythm in read-aloud poetry or songs; - indicate a preference for familiar materials to view or listen to for pleasure; and - use non-verbal expression, gestures/signs, pictures, symbols, or words to respond to pictures or sounds of characters in familiar read-aloud stories. 	

Nonfiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:		
LA.K.2.2.1	- identify the purpose of nonfictional text;		
LA.K.2.2.2	- retell important facts from a text heard or read; and		
LA.K.2.2.3	- select nonfiction material to read for pleasure.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - identify pictures and symbols that provide information; - identify facts in familiar read-aloud informational text; and - select nonfiction materials to view or listen to for pleasure. 		<ul style="list-style-type: none"> - identify pictures or objects that provide information; - recognize familiar read-aloud informational text; and - select nonfiction materials to view or listen to for pleasure. 	<ul style="list-style-type: none"> - respond to familiar persons and routines; and - indicate preference for familiar nonfiction materials to view or listen to for pleasure.

Kindergarten: Writing Process _____

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.K.3.1.1	- connecting thoughts and oral language to generate ideas; and		
LA.K.3.1.2	- drawing a picture about ideas from stories read aloud or generated through class discussion.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will prewrite by identifying familiar persons, objects, or events to generate ideas for pictures that tell a story.		<i>Supported:</i> The student will prewrite by selecting familiar persons or objects to generate ideas for a picture that tells a story.	<i>Participatory:</i> The student will associate wants and needs with a familiar person or object (e.g. indicate awareness of familiar person, objects, or routines).

Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:		
LA.K.3.2.1	- drawing, telling, or writing about a familiar experience, topic or text; and		
LA.K.3.2.2	- creating a group draft, scripted by the teacher.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will draft writing by: - creating a picture; and - dictating words or phrases that tell a story or describe the picture.		<i>Supported:</i> The student will draft writing by selecting or creating a picture that tells a story about familiar persons, objects, or events.	<i>Participatory:</i> The student will make an initial attempt to communicate wants and needs to a familiar person, with prompting, using body movement or nonverbal expression.

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.	
LA.K.3.3.1	The student will revise the draft by adding additional details to the draft and checking for logical thinking with prompting.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will revise by: - reviewing the picture and dictation; - adding details to the picture or dictation with prompting; and - copying dictated words and phrases.		<i>Supported:</i> The student will revise by: - reviewing the picture; and - adding to the picture with prompting.	<i>Participatory:</i> The student will adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:		
LA.K.3.4.1	- knowledge of letter/sound relationships to spell simple words;		
LA.K.3.4.2	- capital letters to begin “important words;” and		
LA.K.3.4.3	- end punctuation, including periods, question marks, and exclamation points.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will edit for correct use of: - left to right progression; - sequencing of letters in words; and - capitalization of own first name.		<i>Supported:</i> The student will attempt to copy or write name on picture.	<i>Participatory:</i> The student will adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.

Publishing		Standard: The student will write a final product for the intended audience.	
LA.K.3.5.1	The student will produce, illustrate and share a finished piece of writing.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will produce and share pictures with descriptions or stories.		<i>Supported:</i> The student will produce and share pictures that tell a story.	<i>Participatory:</i> The student will effectively communicate wants and needs, with prompting, to a familiar person.

Kindergarten: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.K.4.1.1	- create narratives by drawing, dictating, and/or using emergent writing; and		
LA.K.4.1.2	- participate in writing simple stories, poems, rhymes, or song lyrics.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: - create pictures with dictation that tell a story; and - contribute to group recitation of rhymes, songs, or chants with expression.		<i>Supported:</i> The student will: - create pictures that tell a story about familiar persons or objects; and - contribute to group recitation of familiar rhymes or songs.	<i>Participatory:</i> The student will: - communicate recognition of familiar persons or objects; and - respond to rhythm in read-aloud poems, rhymes, or songs.

Informative	Standard: The student develops and demonstrates informative writing that provides information related to real-world tasks.
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	The student will:
LA.K.4.2.1	- participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing;
LA.K.4.2.2	- participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps);
LA.K.4.2.3	- participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details;
LA.K.4.2.4	- communications with teacher as scribe, including friendly letters and thank-you notes; and
LA.K.4.2.5	- draw a simple map of the classroom.

Access Points for Students with Significant Cognitive Disabilities

<i>Independent:</i> The student will: - contribute to group recording of expository information (e.g., labels) by creating pictures and dictating words; and - contribute to group writing of functional text (e.g., thank you notes, messages, labels) by creating pictures and dictating.	<i>Supported:</i> The student will: - contribute to group recording of expository information by creating pictures; and - contribute to group writing of functional text (e.g., thank-you notes and labels) by selecting pictures and dictating.	<i>Participatory:</i> The student will: - communicate recognition of familiar persons or objects; and - attend to pictures or informational materials.
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Persuasive	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.
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LA.K.4.3.1	The student will draw a picture and use it to explain why this item (food, pet, person) is their favorite.
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Access Points for Students with Significant Cognitive Disabilities

<i>Independent:</i> The student will choose a favorite item and tell about it.	<i>Supported:</i> The student will choose a favorite item and name the item.	<i>Participatory:</i> The student will communicate recognition of familiar persons or objects.
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Kindergarten: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
	The student will:		
LA.K.5.1.1	- print many uppercase and lowercase letters of the alphabet and recognize the difference between the two;		
LA.K.5.1.2	- write from left to right and top to bottom of page;		
LA.K.5.1.3	- recognize spacing between letters and words;		
LA.K.5.1.4	- print own first and last name; and		
LA.K.5.1.5	- understand the concept of writing and identifying numerals.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will: <ul style="list-style-type: none"> - copy own first name; - copy letters and words from left to right with a visual cue; and - copy with spacing between words. 		<i>Supported.</i> The student will make letter-like scribbles to attempt to write and express own name.	<i>Participatory.</i> The student will use body movement or nonverbal expression to communicate desires or preferences and respond to or express own name.

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.	
	The student will:		
LA.K.5.2.1	- listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions);		
LA.K.5.2.2	- listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;		
LA.K.5.2.3	- repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns);		
LA.K.5.2.4	- recite short poems, rhymes, songs, and stories with repeated patterns;		
LA.K.5.2.5	- communicate effectively when relating experiences and retelling stories heard; and		
LA.K.5.2.6	- use complete sentences when speaking.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - listen for informative purposes (e.g., following prompts, directions); - listen to familiar read-alouds and answer literal yes/no questions about persons, objects, and actions in pictures; - repeat auditory sequences (e.g., words, rhythmic patterns); - recite short poems, rhymes, and songs; - communicate effectively when relating experiences; and - respond to familiar greetings and questions in complete sentences. 		<ul style="list-style-type: none"> - listen for informative purposes (e.g., following oral prompts while performing tasks); - listen to familiar read-aloud stories and poems and identify objects or persons; - repeat rhythmic patterns; - repeat rhymes and songs; - communicate effectively when relating familiar experiences; and - respond to familiar greetings and questions with words and phrases. 	<ul style="list-style-type: none"> - listen for informative purposes (e.g., following prompts, cues); - respond to familiar read-aloud stories or poems; - communicate needs; and - respond to own name and familiar greetings.

Kindergarten: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
LA.K.6.1.1	The student will identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will identify information in pictures and symbols.		<i>Supported.</i> The student will identify information in familiar pictures or objects.	<i>Participatory.</i> The student will respond to familiar persons or objects.

Research Process	Standard: The student uses a systematic process for the collection, processing, and presentation of information.
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	The student will:
LA.K.6.2.1	- ask questions and recognize the library media specialist or teacher as an information source;
LA.K.6.2.2	- use simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g., signs, billboards);
LA.K.6.2.3	- participate in creating a simple class report where the teacher is the scribe; and
LA.K.6.2.4	- recognize that authors, illustrators, and composers create informational sources.

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - ask about a topic of interest and recognize the teacher as an information source; - use information from pictures and symbols to answer questions; - contribute information for a simple report where the teacher is the scribe; and - recognize that people who write books are called authors. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - ask about a familiar person or object and recognize the teacher as an information source; - use information in familiar pictures or objects to answer questions; - contribute to a simple informational display where the teacher is the scribe; and - recognize that people (authors) write books. 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - recognize and respond to familiar persons or objects; - communicate recognition of familiar persons or objects; and - attend to books or other print material.
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Media Literacy	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
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	The student will:
LA.K.6.3.1	- recognize print and nonprint media; and
LA.K.6.3.2	- state the main idea after viewing print media.

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent.</i> The student will answer literal yes/no questions about persons, objects, and actions after viewing familiar print media (e.g., pictures, books).</p>	<p><i>Supported:</i> The student will answer literal yes/no questions about persons after viewing familiar print media (e.g., pictures, books).</p>	<p><i>Participatory.</i> The student will respond to familiar print media (e.g., pictures, books).</p>
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Technology		Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
LA.K.6.4.1	The student will use technology (e.g., drawing tools, writing tools) resources to support learning.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will use technology resources (e.g., interactive books, software, or hardware) to support learning.	<i>Supported:</i> The student will use a technology resource (e.g., interactive books, software, or hardware) to support learning.	<i>Participatory.</i> The student will respond to a technology resource.	

Grade 1

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Subject	Grade	Strand	Standard	Benchmark

Grade 1: Reading Process

Concepts of Print		Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.
	The student will:	
LA.1.1.1.1	- locate the title, table of contents, names of author and illustrator, glossary, and index; and	
LA.1.1.1.2	- distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - locate the title of a book; - identify print, not a picture, as carrying the message or story; - match print to speech; - distinguish letters from words; - identify where to begin reading and move from top to bottom and left to right; and - name 15 or more upper case and lower case letters of the alphabet. 	<ul style="list-style-type: none"> - recognize that sentences are made of separate words; - identify familiar books by their covers; - turn pages front to back; and - name five or more letters of the alphabet and identify whether a letter is upper or lower case. 	<ul style="list-style-type: none"> - attend to print materials by touching, looking, or listening; - recognize if a book is upside down or backwards; and - respond to the book cover or illustrations in a familiar story.

Phonemic Awareness		Standard: The student demonstrates phonemic awareness.
	The student will:	
LA.1.1.3.1	- identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC);	
LA.1.1.3.2	- blend three to five phonemes to form words;	
LA.1.1.3.3	- segment single syllable words into individual phonemes; and	
LA.1.1.3.4	- manipulate individual phonemes to create new words through addition, deletion, and substitution.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - identify, blend, and segment syllables and onset and rime in words; - recognize and produce words that rhyme; - identify the initial sound in one-syllable words; and - identify and blend phonemes in selected VC and CVC words. 	<ul style="list-style-type: none"> - identify words that rhyme; - segment auditory sentences into individual words; and - identify whether words and environmental sounds are the same or different. 	<ul style="list-style-type: none"> - imitate sounds or rhythm in familiar songs or rhymes; - respond to environmental sounds; - associate particular sounds with familiar stories, songs, and rhymes; and - respond to spoken words in familiar stories, songs, and rhymes.

Phonics/Word Analysis		Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
	The student will:		
LA.1.1.4.1	- generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words;		
LA.1.1.4.2	- identify the sounds of vowels and consonant digraphs in printed words;		
LA.1.1.4.3	- decode words with r-controlled letter-sound associations;		
LA.1.1.4.4	- decode words from common word families;		
LA.1.1.4.5	- recognize high frequency words;		
LA.1.1.4.6	- identify common, irregular words, compound words, and contractions;		
LA.1.1.4.7	- decode base words and inflectional endings; and		
LA.1.1.4.8	- use self-correction when subsequent reading indicates an earlier misreading.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.
<ul style="list-style-type: none"> - produce the most common sounds associated with ten or more letters; - identify the first letter and sound in one-syllable words; and - blend sounds to decode VC and CVC words. 		<ul style="list-style-type: none"> - recognize that print represents spoken words; - identify informational logos and symbols with words in the environment; - identify own first name in print; and - identify the initial sound in own first name and familiar words. 	

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
	The student will:		
LA.1.1.5.1	- apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;		
LA.1.1.5.2	- recognize high frequency and familiar words in isolation and in context; and		
LA.1.1.5.3	- adjust reading rate based on purpose, text difficulty, form, and style.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will name five or more letters.	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - name ten or more letters and produce their sounds; and - read two or more words. 			<ul style="list-style-type: none"> - respond consistently to a familiar person, object, gesture/sign, or photograph in familiar stories, songs, rhymes, and routines; and - request continuation of a familiar story, song, or rhyme when it has been interrupted.

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
	The student will:	
LA.1.1.6.1	- use new vocabulary that is introduced and taught directly;	
LA.1.1.6.2	- listen to, read, and discuss both familiar and conceptually challenging text;	
LA.1.1.6.3	- use context clues;	
LA.1.1.6.4	- categorize key vocabulary and identify salient features;	
LA.1.1.6.5	- relate new vocabulary to prior knowledge;	
LA.1.1.6.6	- identify and sort common words into conceptual categories;	
LA.1.1.6.7	- identify common antonyms and synonyms;	
LA.1.1.6.8	- use meaning of individual words to predict meaning of unknown compound words;	
LA.1.1.6.9	- determine the correct meaning of words with multiple meanings (e.g., mine) in context; and	
LA.1.1.6.10	- determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent.</i> The student will:	<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to and talk about stories; - identify and describe pictures of persons, objects, actions, and settings in familiar activities; - sort common objects into categories; - relate new vocabulary to familiar words; and - use pictures and symbols to identify meaning of unknown words. 	<ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to and interact with stories; - identify pictures of persons, objects, actions, and settings in familiar activities; and - use pictures to identify meaning of unknown symbols and words. 	<ul style="list-style-type: none"> - respond to new vocabulary that is introduced and taught directly; - listen and respond to familiar stories; - respond to names of familiar persons and objects in routines; and - match familiar objects to tasks in routines.

Reading Comprehension		Standard: The student uses a variety of strategies to comprehend grade level text.
	The student will:	
LA.1.1.7.1	- identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading;	
LA.1.1.7.2	- use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;	
LA.1.1.7.3	- retell the main idea or essential message;	
LA.1.1.7.4	- identify supporting details;	
LA.1.1.7.5	- distinguish fact from fiction and cause from effect;	
LA.1.1.7.6	- arrange events in sequence;	
LA.1.1.7.7	- identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events);	
LA.1.1.7.8	- identify the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; and	
LA.1.1.7.9	- self monitor comprehension and reread when necessary.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - make predictions about a story using text features (e.g., illustrations, title); - identify details in pictures and read-aloud text; - identify characters, objects, actions, events, and settings in familiar read-aloud stories and pictures; - determine if a story could be real or make believe; - identify similarities and differences between characters and actions in read-aloud stories; - identify important details (e.g., who, what, where) that relate to the author's purpose in read-aloud stories; and - use strategies to repair comprehension, including but not limited to connecting characters, objects, actions, and settings in read-aloud stories to life experiences. 	<ul style="list-style-type: none"> - identify familiar characters, objects, or settings pictured in read-aloud stories; - identify details in familiar pictures and read-aloud text; - distinguish between real and model objects; - identify actions pictured in familiar read-aloud stories; - identify differences between characters in read-aloud stories; - identify the author's purpose in read-aloud stories by answering literal yes/no questions about characters and settings; and - use strategies to repair comprehension, including but not limited to connecting characters and settings in read-aloud stories to life experiences. 	<ul style="list-style-type: none"> - respond to characters or objects and sound effects in read-aloud stories; - respond to a referent object or picture used in routines; - respond to events in familiar read-aloud stories; and - seek assistance to clarify the meaning of pictures, symbols, or words in daily classroom activities with prompting.

Grade 1: Literary Analysis

Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.	
	The student will:		
LA.1.2.1.1	- identify various literary forms (e.g., stories, poems, fables, legends, picture books);		
LA.1.2.1.2	- retell the main events (e.g., beginning, middle, end) in a story;		
LA.1.2.1.3	- identify the characters and settings in a story;		
LA.1.2.1.4	- identify rhyme, rhythm, alliteration, and patterned structures in poems for children;		
LA.1.2.1.5	- respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and		
LA.1.2.1.6	- select age and ability appropriate fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - identify various literary forms (e.g., picture books, poetry, fairy tales, predictable books); - identify main events or actions of characters in familiar read-aloud stories; - identify characters and settings in familiar read-aloud stories; - identify rhyme, rhythm, and word patterns in read-aloud poetry and songs; - respond to read-aloud stories by contributing to a group discussion and identifying characters, actions, objects, setting, or events and connecting to life experiences; and - select and listen to a variety of stories and poems, based on interest and teacher recommendations, to begin building a core base of knowledge. 		<ul style="list-style-type: none"> - recognize familiar literary forms (e.g., picture books, poetry); - identify pictures of events in familiar read-aloud stories; - identify characters pictured in familiar read-aloud stories; - imitate rhythm and rhyming words in read-aloud poetry and songs; - respond to read-aloud stories by contributing to a discussion and identifying familiar characters, objects, events, or setting and connecting to life experiences; and - select and listen to a variety of stories and poems, based on interest and teacher recommendations, to begin building a core base of knowledge. 	<ul style="list-style-type: none"> - respond to characters, actions, or events, in familiar literary forms (e.g., read-aloud stories, poetry); - respond to rhythm and rhyme in familiar poetry or songs; and - use nonverbal expression or gestures/signs, pictures, symbols, or words to respond to familiar read-aloud stories by identifying characters, objects, or events; and - select read-aloud stories, songs, and poems, based on interest and teacher recommendations, to begin building a core base of knowledge.

Nonfiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:		
LA.1.2.2.1	- locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;		
LA.1.2.2.2	- select age and ability appropriate nonfiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge; and		
LA.1.2.2.3	- organize information found in nonfiction text through charting, listing, mapping, or summarizing.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - identify details in read-aloud informational text using text features (e.g., illustrations, signs); and - select and listen to a variety of nonfiction materials, based on interest and teacher recommendations, to begin building a core base of knowledge. 		<ul style="list-style-type: none"> - identify details in familiar pictures and read-aloud informational text; and - select and listen to a variety of nonfiction materials based on interest and teacher recommendations, to begin building a core base of knowledge. 	<ul style="list-style-type: none"> - recognize persons and objects associated with routines; and - attend to read-aloud nonfiction materials, based on interest and teacher recommendations, to begin building a core base of knowledge.

Grade 1: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.1.3.1.1	- generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, other activities);		
LA.1.3.1.2	- discussing the purpose for a writing piece; and		
LA.1.3.1.3	- organizing ideas using simple webs, maps, or lists.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will prewrite by generating ideas for pictures that tell a story about familiar persons, objects, or events through viewing pictures or answering prompting questions.		<i>Supported:</i> The student will prewrite by generating ideas for pictures that tell a story by selecting familiar persons or objects.	<i>Participatory:</i> The student will associate wants and needs with familiar persons or objects (e.g., attend to familiar person, examine objects, or follow steps in routines).

Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:		
LA.1.3.2.1	- maintaining focus on a single idea using supporting details; and		
LA.1.3.2.2	- organizing details into a logical sequence that has a beginning, middle, and end.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will draft writing by:	<i>Supported.</i> The student will draft writing by:	<i>Participatory.</i> The student will make an initial attempt to convey wants and needs to familiar persons, with prompting, using nonverbal expression, referent objects, gestures/signs, or voice.	
- creating a picture; and - dictating words and phrases that tell a story or describe the picture.	- selecting or creating a picture that tells a story; and - dictating labels for the picture.		

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:		
LA.1.3.3.1	- evaluating the draft for logical thinking and marking out repetitive text; and		
LA.1.3.3.2	- creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will revise the draft by:	<i>Supported.</i> The student will revise the draft by:	<i>Participatory.</i> The student will adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.	
- reviewing the picture and dictation; - adding details to the picture or dictation with prompting; and - copying dictated words and phrases.	- reviewing the picture and dictation; - adding to the picture or dictation with prompting; and - copying the dictated labels.		

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:		
LA.1.3.4.1	- common spelling patterns (e.g., onset and rimes, word families, and simple CVC words) and conventional spelling of high frequency words;		
LA.1.3.4.2	- capital letters for the pronoun I, the beginning of a sentence, names, days of the week and months of the year;		
LA.1.3.4.3	- commas in dates, items in a series;		
LA.1.3.4.4	- singular and plural nouns, action verbs in simple sentences, and singular possessive pronouns (e.g., my/minoes, his/her, hers);		
LA.1.3.4.5	- subject and verb agreement in simple sentences; and		
LA.1.3.4.6	- end punctuation for sentences, including periods, question marks, and exclamation points.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will edit for correct use of: - left to right progression; - sequencing of letters in words; and - capitalization of own first name.		<i>Supported:</i> The student will correctly copy some letters in dictated words.	<i>Participatory:</i> The student will adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.

Publishing		Standard: The student will write a final product for the intended audience.	
LA.1.3.5.1	The student will produce, illustrate, and share a variety of compositions.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will produce and share pictures with descriptions or stories.		<i>Supported:</i> The student will produce and share pictures with labels.	<i>Participatory:</i> The student will effectively communicate wants and needs with prompting to familiar persons.

Grade 1: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.
	The student will:	
LA.1.4.1.1	- write narratives that include a main idea based on real or imagined events, characters, and a sequence of events; and	
LA.1.4.1.2	- participate in writing simple stories, poems, rhymes, or song lyrics.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will: <ul style="list-style-type: none"> - create pictures that tell a story and with dictated words and phrases; and - contribute to group writing of simple rhymes. 	<i>Supported:</i> The student will: <ul style="list-style-type: none"> - create pictures to tell a story about familiar persons or objects with dictated labels; and - contribute to group recitation of familiar rhymes, songs, or chants. 	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - communicate recognition of familiar persons or objects; and - respond to rhythm and rhyme in familiar poems, rhymes, or songs.

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.
	The student will:	
LA.1.4.2.1	- write in a variety of informational/expository forms (e.g., rules, summaries, recipes, notes/messages, labels, instructions, graphs/tables);	
LA.1.4.2.2	- participate in recording information from informational/expository text (e.g., lists, graphs, tables or maps);	
LA.1.4.2.3	- write an informational/expository paragraph that contains a topic sentence and at least three details;	
LA.1.4.2.4	- write basic communications, including friendly letters and thank-you notes; and	
LA.1.4.2.5	- write simple directions to familiar locations using “left and right,” and create a map that matches the directions.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will: <ul style="list-style-type: none"> - contribute to group recording of expository information (e.g., labels, lists, observations) by creating pictures and dictating words and phrases; - contribute to group writing of thank-you notes and messages using picture stories with dictated words and phrases; and - produce functional text (e.g., one-step picture instructions with dictated words, phrases). 	<i>Supported:</i> The student will: <ul style="list-style-type: none"> - contribute to group recording of expository information by creating pictures and dictating labels or lists; - contribute to group writing of friendly messages and thank-you notes; and - contribute to group writing of functional text (e.g., pictures of one-step instructions in routines). 	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - communicate recognition of familiar persons, actions or objects associated with routines; - respond to informational materials; and - express wants and needs.

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
LA.1.4.3.1	The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will choose a favorite item and tell what he or she likes about it.		<i>Supported:</i> The student will choose a favorite item and tell about it.	<i>Participatory:</i> The student will communicate recognition of familiar persons or object associated with routines to express wants and needs.

Grade 1: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
	The student will:		
LA.1.5.1.1	- write numbers and uppercase and lowercase letters using left to right sequencing; and		
LA.1.5.1.2	- use appropriate spacing between letters, words, and sentences.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: - write first name and copy letters and words from left to right with a visual cue; and - use appropriate spacing between letters and words.		<i>Supported:</i> The student will write lines, circles, and some letters.	<i>Participatory:</i> The student will use nonverbal expression or language (e.g., referent objects, gestures/signs, or verbalization) to communicate meaning.

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.	
	The student will:		
LA.1.5.2.1	- listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules;		
LA.1.5.2.2	- retell specific details of information heard;		
LA.1.5.2.3	- listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;		
LA.1.5.2.4	- use formal and informal language appropriately;		
LA.1.5.2.5	- communicate effectively when relating experiences and retelling stories read and heard; and		
LA.1.5.2.6	- participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	
<ul style="list-style-type: none"> - listen for informative purposes (e.g., following one-step directions, following classroom rules); - answer literal questions about information heard; - listen attentively to read-aloud stories and poems; - identify oral language and courteous greetings appropriate to specified settings; - communicate effectively about experiences and stories; and - use basic conversation strategies (e.g., facing the speaker, not talking while others are speaking, taking turns). 		<ul style="list-style-type: none"> - listen for informative purposes (e.g., following one-step directions); - answer literal yes/no questions about information heard; - listen attentively to read-aloud stories and poems; - recognize oral language and courteous greetings used with classmates and adults; - communicate effectively about familiar experiences and stories; and - use basic conversation strategies (e.g., facing the speaker and not talking while others are speaking). 	
		<i>Participatory.</i> The student will:	
		<ul style="list-style-type: none"> - listen for informative purposes (e.g., following prompts, cues); - listen to read-aloud stories; - respond to oral language greetings and prompts from familiar persons in routines; and - attend to communication from familiar persons (e.g., turn toward speaker, look at speaker, change facial expression). 	

Grade 1: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
LA.1.6.1.1	The student will locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will locate specific information in pictures, symbols, and environmental print.		<i>Supported.</i> The student will locate information in familiar pictures or objects.	
		<i>Participatory.</i> The student will recognize familiar persons and objects associated with routines.	

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.	
	The student will:		
LA.1.6.2.1	- formulate questions and gather information using simple reference materials (e.g., nonfiction books, picture dictionaries, software);		
LA.1.6.2.2	- use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions;		
LA.1.6.2.3	- write a simple report with a title and three facts, using informational sources; and		
LA.1.6.2.4	- identify authors, illustrators, or composers with their works.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - ask questions about a topic and gather information from simple materials (e.g., pictures, environmental print and symbols, read-aloud text); - record answers to questions about a topic using dictation and pictures; - contribute to a simple report by creating informational pictures and dictating words and phrases; and - recognize that authors and illustrators create books and pictures. 		<ul style="list-style-type: none"> - ask questions about a familiar person or object and gather information from pictures; - orally answer questions about a familiar person or object; - contribute to a simple report by creating pictures with dictated labels; and - recognize that people who write books are called authors. 	<ul style="list-style-type: none"> - communicate recognition of familiar persons, actions, or objects associated with routines; and - respond to actions from familiar persons or objects associated with routines; and - recognize familiar books or print material.

Media Literacy		Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	The student will:		
LA.1.6.3.1	- recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and		
LA.1.6.3.2	- identify types of mass communication (e.g., film, newspapers, radio, digital technology).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - identify feelings suggested by familiar nonprint media (e.g., graphics, music); and - identify two types of mass communication (e.g., television, radio, newspaper). 		<ul style="list-style-type: none"> - recognize happy or sad feelings suggested by familiar nonprint media (e.g., pictures, music); and - identify one type of mass communication (e.g., television, radio, newspaper). 	<ul style="list-style-type: none"> - respond to familiar nonprint media (e.g., videos, music); and - respond to one familiar type of mass communication (e.g., television, radio).

Technology		Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
LA.1.6.4.1	The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will use technology resources (e.g., interactive books, software, hardware) to support learning.		<i>Supported:</i> The student will use technology resources (e.g., interactive books, software, hardware) to support learning.	<i>Participatory.</i> The student will respond to a technology resource.

Grade 2

LA.	2.	1.	1.	1
Subject	Grade	Strand	Standard	Benchmark

Grade 2: Reading Process

Phonics/Word Analysis		Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.
	The student will:	
LA.2.1.4.1	- use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families);	
LA.2.1.4.2	- apply knowledge of spelling patterns to identify syllables;	
LA.2.1.4.3	- decode phonetically regular one-syllable and multi-syllable words in isolation and in context;	
LA.2.1.4.4	- identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread);	
LA.2.1.4.5	- recognize high frequency words;	
LA.2.1.4.6	- recognize common abbreviations;	
LA.2.1.4.7	- recognize and correctly use regular and irregular plurals; and	
LA.2.1.4.8	- use self-correction when subsequent reading indicates an earlier misreading.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent.</i> The student will:	<i>Supported.</i> The student will:	<i>Participatory.</i> The student will respond to spoken words, referent objects, gestures/signs, pictures, or symbols used as prompts or cues in familiar stories, routines, and daily activities.
<ul style="list-style-type: none"> - identify initial and final phonemes in CVC words; - blend individual phonemes in one-syllable words; - produce the most common sounds associated with all letters of the alphabet; - decode phonetically regular CVC words; - recognize high frequency sight words; and - use self-correction when subsequent reading indicates an earlier misreading. 	<ul style="list-style-type: none"> - orally blend and segment compound words with picture prompts; - orally identify and blend syllables and onset-and rime in familiar words; - produce the most common sounds associated with five or more letters; and - identify the first letter and sound in CVC words. 	

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
	The student will:		
LA.2.1.5.1	- apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;		
LA.2.1.5.2	- identify high frequency phonetically irregular words in context; and		
LA.2.1.5.3	- adjust reading rate based on purpose, text difficulty, form, and style.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will read high frequency sight words and phonetically regular words.	<i>Supported:</i> The student will name five or more letters and produce their sounds.	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - respond consistently to persons, objects, gestures/signs, and pictures in familiar stories and daily activities; and - request continuation of a familiar story or routine when it has been interrupted. 	

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
	The student will:	
LA.2.1.6.1	- use new vocabulary that is introduced and taught directly;	
LA.2.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;	
LA.2.1.6.3	- use context clues to determine meanings of unfamiliar words;	
LA.2.1.6.4	- categorize key vocabulary and identify salient features;	
LA.2.1.6.5	- relate new vocabulary to familiar words;	
LA.2.1.6.6	- identify base (root) words and common prefixes to determine the meanings of prefixed words;	
LA.2.1.6.7	- identify antonyms, synonyms, and homophones;	
LA.2.1.6.8	- determine the correct meaning of words with multiple meanings (e.g., mine) in context; and	
LA.2.1.6.9	- determine meanings of unfamiliar words by using a dictionary and digital tools.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and talk about stories and informational text; - identify the meaning of words and phrases in text using context and picture clues; - identify and sort pictures of common words into categories; - relate new vocabulary to familiar words; - identify the meaning of words that show spatial and temporal relationships (e.g., up/down, before/after); and - use a picture dictionary to identify the meaning of words. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to and talk about stories and informational text; - identify and name words paired with pictures or symbols that represent persons, objects, actions, and settings in familiar activities; - sort objects into predetermined categories; - relate new vocabulary to familiar words; and - use pictures to identify meaning of unknown symbols and words. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - respond to new vocabulary that is introduced and taught directly; - listen and respond to stories and informational text; - respond to words used as prompts or cues; - identify familiar persons and objects in daily activities; and - match objects, gestures, or pictures to tasks in routines.

Reading Comprehension		Standard: The student uses a variety of strategies to comprehend grade level text.
	The student will:	
LA.2.1.7.1	- identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;	
LA.2.1.7.2	- determines the author's purpose in text and asks clarifying questions (e.g., why, how) if meaning is unclear;	
LA.2.1.7.3	- summarize information in text, including but not limited to main idea, supporting details, and connections between texts;	
LA.2.1.7.4	- identify cause-and-effect relationships in text;	
LA.2.1.7.5	- identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;	
LA.2.1.7.6	- identify themes or topics across a variety of fiction and nonfiction selections;	
LA.2.1.7.7	- compare and contrast characters and settings in one text; and	
LA.2.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent.</i> The student will:	<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - preview text features (e.g., illustrations and title) and use prior knowledge to make predictions of content of text; - identify important details (e.g., who, what, where, when) that relate to the author's purpose in read-aloud stories; - identify details in text, including but not limited to who, what, where, and when; - arrange pictures of events in sequence; - identify similarities and differences between characters, settings, and actions in read-aloud stories and informational text; and - use strategies to repair comprehension, including but not limited to re-reading and connecting read-aloud stories to life experiences. 	<ul style="list-style-type: none"> - preview text features (e.g., illustrations) to make predictions about a story; - identify details (e.g., who, what) that relate to the author's purpose in read-aloud stories; - identify details, including but not limited to who and what in familiar read-aloud stories; - identify similarities in characters or actions in read-aloud stories; and - use strategies to repair comprehension, including but not limited to connecting characters, actions, and settings in read-aloud stories to life experiences. 	<ul style="list-style-type: none"> - respond to pictures of characters or objects in read-aloud stories; - respond accurately and consistently to referent objects or pictures used in routines; - identify obvious differences between referent objects, pictures, or symbols used in routines; and - seek assistance to clarify the meaning of pictures, symbols, or words in daily classroom activities.

Grade 2: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.	
	The student will:	
LA.2.2.1.1	- identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folktales, legends) and how they are alike and different;	
LA.2.2.1.2	- identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction;	
LA.2.2.1.3	- identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood;	
LA.2.2.1.4	- identify an author's theme, and use details from the text to explain how the author developed that theme;	
LA.2.2.1.5	- respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);	
LA.2.2.1.6	- write a book report identifying character(s), setting, and sequence of events;	
LA.2.2.1.7	- identify and explain an author's use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and	
LA.2.2.1.8	- select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - identify basic characteristics of various literary forms (e.g., picture books, stories, rhyming poetry); - identify characters, settings, actions, and events in read-aloud prose; - identify words and images that in stories and poems that evoke feelings such as happiness or surprise; - contribute to a discussion connecting characters, setting, or events in read-aloud stories to life experiences; - create a picture story with dictated phrases and sentences that includes a character, setting, or event from a read-aloud literature selection; and - select fiction materials to listen to and read, based on interest and teacher recommendations, to begin building a core foundation of knowledge. 	<ul style="list-style-type: none"> - identify literary forms (e.g., picture books, rhyming poetry, fairy tales); - identify characters, actions and settings in read-aloud prose; - identify images in stories and poems that evoke feelings such as happiness or surprise; - contribute to a discussion connecting characters, objects, actions, or setting in read-aloud stories to life experiences; - create a picture story with dictated words or phrases that includes a familiar character, object, action, or setting from a read-aloud story; and - select fiction materials to listen to, based on interest and teacher recommendations, to begin building a core foundation of knowledge. 	<ul style="list-style-type: none"> - respond to familiar literary forms (e.g., pictures, rhyming poetry, predictable read-aloud stories); - use non-verbal expression, gestures/signs, pictures, symbols, or words to respond to characters, objects, events, or actions from a familiar read-aloud story; - respond to emotions expressed by familiar persons; and - express a preference for a familiar read-aloud story or poem, based on interest and teacher recommendations, to begin building a core foundation of knowledge.

Nonfiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:		
LA.2.2.2.1	- recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations);		
LA.2.2.2.2	- use explicitly stated information to answer a question;		
LA.2.2.2.3	- distinguish among a variety of text (e.g., reference, practical/functional); and		
LA.2.2.2.4	- select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will: <ul style="list-style-type: none"> - identify text features (e.g., illustrations, title, table of contents) found in informational text; - use specific information to answer literal questions; - identify nonfiction print materials (e.g., calendar, schedule, environmental print); and - select nonfiction materials to listen to and read, based on interest and teacher recommendations, to begin building a core foundation of knowledge. 	<i>Supported.</i> The student will: <ul style="list-style-type: none"> - identify information in pictures and symbols in environmental print and informational text; - respond to literal yes/no questions about read-aloud informational text; - recognize familiar nonfiction print (e.g., environmental print); and - select nonfiction materials to listen to, based on interest and teacher recommendations, to begin building a core foundation of knowledge. 	<i>Participatory.</i> The student will: <ul style="list-style-type: none"> - recognize pictures of persons and objects associated with daily activities; - respond purposefully to referent objects, pictures, or gestures/signs used in routines; and - express a preference for familiar read-aloud nonfiction, based on interest and teacher recommendations, to begin building a core foundation of knowledge. 	

Grade 2: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.2.3.1.1	- generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities);		
LA.2.3.1.2	- determines the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece; and		
LA.2.3.1.3	- making a plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will prewrite by:	<i>Supported.</i> The student will prewrite by generating ideas for pictures that tell a story about persons, objects, actions, or events through activities (e.g., responding to questions, exploring objects, viewing pictures).	<i>Participatory.</i> The student will associate wants and needs with referent objects, gestures/signs, pictures, symbols, or words.	
- generating ideas for writing about a picture of persons, objects, events, or experiences through activities (e.g., answering questions, viewing pictures, or listening to text); and			
- identifying the purpose for writing (e.g., to inform, tell a story).			

Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:		
LA.2.3.2.1	- maintaining focus on a single idea and developing supporting details; and		
LA.2.3.2.2	- organizing details into a logical sequence that has a clear beginning, middle and end and an awareness of audience.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will draft writing by:	<i>Supported.</i> The student will draft writing by:	<i>Participatory.</i> The student will make an initial attempt to convey wants and needs to familiar persons, with prompting, using nonverbal expression, referent objects, gestures/signs, pictures, symbols, or words.	
- creating a picture; and	- creating a picture; and		
- dictating phrases and sentences that tell a story or give information about the picture.	- dictating words or phrases to tell a story or describe the picture.		

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:		
LA.2.3.3.1	- evaluating the draft for logical thinking and consistent point of view (first or third person) appropriate for the purpose and audience;		
LA.2.3.3.2	- creating clarity by combining related simple sentences and sequencing new ideas into paragraphs;		
LA.2.3.3.3	- creating interest by incorporating descriptive words and supporting details, such as sensory language; and		
LA.2.3.3.4	- evaluating the composition, with the assistance of teacher, peer, checklist, or rubric.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will revise the draft by: <ul style="list-style-type: none"> - reviewing the picture and dictation; - changing the picture and dictation to add or modify details with prompting; and - copying dictated phrases and sentences. 	<i>Supported.</i> The student will revise the draft by: <ul style="list-style-type: none"> - reviewing the picture and the dictation; - adding details to the picture and dictation with prompting; and - copying dictated words or phrases. 	<i>Participatory.</i> The student will adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.	

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:		
LA.2.3.4.1	- conventional spelling for high frequency words and common spelling patterns and generalizations (e.g., word families, simple CVC words, regular plurals, simple suffixes and simple prefixes) to determine how to spell new words;		
LA.2.3.4.2	- capitalization, including initial word in a sentence, the pronoun “I,” and proper names;		
LA.2.3.4.3	- commas in dates, items in a series, greetings and closings of letters, and compound sentences, colons to punctuate time, and apostrophes to correctly punctuate contractions;		
LA.2.3.4.4	- nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., my/mines, his/her, hers);		
LA.2.3.4.5	- subject/verb and noun/pronoun agreement in simple and compound sentences;		
LA.2.3.4.6	- end punctuation for compound sentences, statements, questions, and exclamations.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will edit for correct use of:		<i>Supported:</i> The student will edit for correct use of:	<i>Participatory:</i> The student will adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.
<ul style="list-style-type: none"> - left to right progression, spacing, and sequencing of words copied from dictation; - knowledge of letter/sound relationships to spell words with familiar sounds; and - capitalization of own first and last name and the pronoun “I.” 		<ul style="list-style-type: none"> - left to right progression of letters in words using a visual cue; and - capitalization of own first name. 	
Publishing		Standard: The student will write a final product for the intended audience.	
LA.2.3.5.1	The student will produce, illustrate, and share a variety of compositions.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will produce, illustrate, and share picture stories and descriptions.		<i>Supported:</i> The student will produce and share pictures with dictated words and phrases.	<i>Participatory:</i> The student will effectively communicate wants and needs to a familiar person with prompting using referent objects, gestures/signs, pictures, symbols, or words.

Grade 2: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.2.4.1.1	- write narratives based on real or imagined events that include a main idea, characters, a sequence of events and descriptive details; and		
LA.2.4.1.2	- compose simple stories, poems, riddles, rhymes, or song lyrics.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - create picture stories with dictated sentences about a main character; and - complete lines in poetry following patterns for rhythm and rhyme. 		<ul style="list-style-type: none"> - create pictures with dictated words and phrases that tell a story about familiar persons, objects, or actions; and - contribute to group recitation of poetry, rhymes, songs, or chants. 	<ul style="list-style-type: none"> - communicate recognition of familiar persons and objects; and - respond to rhythm and rhyme in familiar poems, rhymes, or songs.
Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
	The student will:		
LA.2.4.2.1	- write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables);		
LA.2.4.2.2	- record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic;		
LA.2.4.2.3	- write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information;		
LA.2.4.2.4	- write communications, including friendly letters and thank-you notes; and		
LA.2.4.2.5	- write simple directions to familiar locations using “left and right,” and create a map that matches the directions.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - produce expository texts (e.g., labels, lists, journals) by creating pictures with dictated information; - write a name or title for a picture with expository information; - produce thank-you notes and friendly messages using picture stories with dictated sentences; and - produce functional text (e.g., classroom directions, rules) by creating instructions with pictures and dictated sentences. 		<ul style="list-style-type: none"> - contribute to group recording of expository information by creating pictures and dictating labels or list; - contribute to group writing of messages and thank-you notes; and - produce functional text (e.g., one-step directions, instructions for daily activities) by creating pictures and dictating words and phrases. 	<ul style="list-style-type: none"> - express wants and needs; - communicate recognition of familiar persons, objects, or actions in daily activities; and - communicate information about familiar persons, objects, or actions using non-verbal expression, gestures/signs, pictures, symbols, or words.

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
LA.2.4.3.1	The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will create a picture of a favorite item (e.g., food, pet, person) and use dictated words and phrases to explain why this item is important.		<i>Supported:</i> The student will choose a favorite item (e.g., food, pet, toy, person) and dictate a label for the item.	<i>Participatory:</i> The student will communicate preference for familiar persons, objects, or actions in daily activities.

Grade 2: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
LA.2.5.1.1	The student will demonstrate legible printing skills.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will write upper case and lower case letters and write from left to right and top to bottom.		<i>Supported:</i> The student will copy letters and words.	<i>Participatory:</i> The student will use nonverbal expression or language (e.g., referent objects, gestures/signs, or verbalization) to communicate meaning.

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.	
	The student will:		
LA.2.5.2.1	- interpret information presented and seek clarification when needed;		
LA.2.5.2.2	- begin to use language appropriate for different occasions, audiences, and topics;		
LA.2.5.2.3	- use increasingly complex language patterns and sentence structure when communicating; and		
LA.2.5.2.4	- listen politely to oral presentations by classmates.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - identify specific details and information presented (e.g., sequence of daily events, directions, rules) and ask questions for clarification; - use language appropriate for different occasions and topics; - use sentences to express complete thoughts and respond to questions; and - listen attentively to oral presentations by classmates. 		<ul style="list-style-type: none"> - identify details and information presented (e.g., directions for tasks) and ask for assistance when needed; - use language appropriate for familiar occasions and topics; - respond to familiar greetings and questions in complete sentences; and - listen attentively to oral presentations (e.g., songs, stories, messages). 	<ul style="list-style-type: none"> - respond to specific information about familiar objects and routines; - begin to use language and nonverbal expression for specific purposes (e.g., greetings, expressing needs); and - respond purposefully to language used in daily group activities.

Grade 2: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
LA.2.6.1.1	The student will read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will listen and gain information from read-aloud text (e.g., directions, content, signs) to perform tasks and answer literal questions.		<i>Supported:</i> The student will use information in pictures and symbols to perform tasks.	<i>Participatory:</i> The student will respond to pictures of persons, objects, or actions associated with daily activities.

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.	
	The student will:		
LA.2.6.2.1	- generate research questions by brainstorming, identify key words, group related ideas, and select appropriate resources (e.g., atlases, nonfiction books, dictionaries, digital references);		
LA.2.6.2.2	- select and use a variety of appropriate reference materials to gather information and locate information using alphabetical order;		
LA.2.6.2.3	- analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main, and supporting details; and		
LA.2.6.2.4	- record the authors and titles of works.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - ask questions about a topic or event and select relevant materials (e.g., pictures, signs, nonfiction read-aloud text); - use materials (e.g., pictures, nonfiction read-aloud books) to gather information to answer questions; - communicate responses to questions in written or visual format (e.g., pictures or dictated words, statements); and - identify titles and authors of familiar books. 		<ul style="list-style-type: none"> - ask questions about a person or object and select teacher-recommended materials (e.g., concrete objects, pictures); - use concrete objects and pictures to gather information to answer questions; - orally communicate responses to questions; and - identify the author of a familiar book. 	<ul style="list-style-type: none"> - select a familiar object to explore; - explore and interact with the selected object; - communicate about the selected object using nonverbal expression, gestures/signs, pictures, symbols, or words; and - recognize familiar books and print material.

Media Literacy		Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	The student will:		
LA.2.6.3.1	- recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and		
LA.2.6.3.2	- identify types of mass communication (e.g., film, newspapers, radio, digital technology).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:	<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:	
- identify feelings suggested by nonprint media (e.g., graphics, music); and - identify two types of mass communication (e.g., television, radio, newspaper).	- recognize happy or sad feelings suggested by familiar nonprint media (e.g., pictures, music); and - identify one type of mass communication (e.g., television, radio, newspaper).	- respond to familiar nonprint media (e.g., videos, music); and - respond to one familiar type of mass communication (e.g., television, radio).	

Technology		Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:		
LA.2.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and		
LA.2.6.4.2	- use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:	<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:	
- use technology resources (e.g., interactive books, software, hardware) to support learning; and - use digital tools (e.g., writing, drawing software) to produce pictures, letters, and words.	- use technology resources (e.g., interactive books, software, hardware) to support learning; and - use digital tools (e.g., writing, drawing software) to produce pictures or letters.	- use technology resources to support learning; and - use an input device (e.g., keyboard, switches, joystick) to interact with a technology resource.	

Grade 3

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Subject	Grade	Strand	Standard	Benchmark

Grade 3: Reading Process

Phonics/Word Analysis		Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
	The student will:		
LA.3.1.4.1	- use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words;		
LA.3.1.4.2	- use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families;		
LA.3.1.4.3	- decode multi-syllabic words in isolation and in context; and		
LA.3.1.4.4	- use self-correction when subsequent reading indicates an earlier misreading.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will respond to spoken words, gestures/signs, referent objects, pictures, or symbols used in daily activities.
<ul style="list-style-type: none"> - manipulate individual phonemes in CVC words through addition, deletion, and substitution; - identify and segment initial, final, and medial phonemes in CVC, CCVC, and CVCC words; - blend three to four phonemes to form words; - decode words with common long and short vowel spelling patterns (CVC and CVCe words); - decode phonetically regular CVC, CCVC, and CVCC words; - recognize high frequency sight words and contractions; and - use self-correction when subsequent reading indicates an earlier misreading. 		<ul style="list-style-type: none"> - produce common sounds associated with ten or more letters; - identify, segment, and blend syllables and onset-and rime in familiar words; - identify initial and final phonemes in CVC words; - blend sounds to decode VC and CVC words; - recognize high frequency sight words; and - use self-correction when subsequent reading indicates an earlier misreading. 	

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
	The student will:		
LA.3.1.5.1	- apply letter-sound knowledge to decode unknown words quickly and accurately in context; and		
LA.3.1.5.2	- adjust reading rate based on purpose, text difficulty, form, and style.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will read text with high frequency sight words and phonetically regular words with accuracy.		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
		<ul style="list-style-type: none"> - name ten or more letters and produce their sounds; and - read phonetically regular one-syllable words (CVC and VC). 	<ul style="list-style-type: none"> - respond consistently to objects, gestures/signs, pictures, or symbols in one or more daily tasks; and - request continuation of a familiar daily task when it has been interrupted.

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
	The student will:	
LA.3.1.6.1	- use new vocabulary that is introduced and taught directly;	
LA.3.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;	
LA.3.1.6.3	- use context clues to determine meanings of unfamiliar words;	
LA.3.1.6.4	- categorize key vocabulary and identify salient features;	
LA.3.1.6.5	- relate new vocabulary to familiar words;	
LA.3.1.6.6	- identify “shades of meaning” in related words (e.g., blaring, loud);	
LA.3.1.6.7	- use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words;	
LA.3.1.6.8	- use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;	
LA.3.1.6.9	- determine the correct meaning of words with multiple meanings in context; and	
LA.3.1.6.10	- determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss stories and informational text; - use context clues and illustrations to determine meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - identify common antonyms; - identify the correct meaning of a word with multiple meanings in context; and - determine the meaning of words using a picture dictionary and digital tools. 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to and talk about stories and informational text; - identify the meaning of words paired with pictures or symbols; - sort pictures paired with words into common categories; - relate new vocabulary to familiar words; and - use information from pictures, symbols, or text to determine the meaning of unknown words. 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - respond to new vocabulary that is introduced and taught directly; - listen and respond to stories and informational text; - identify familiar persons, objects, and actions by name in daily activities; and - match objects, pictures, gestures/ signs, or symbols to tasks in routines.

Reading Comprehension		Standard: The student uses a variety of strategies to comprehend grade level text.	
	The student will:		
LA.3.1.7.1	- identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;		
LA.3.1.7.2	- identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text;		
LA.3.1.7.3	- determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events;		
LA.3.1.7.4	- identify cause-and-effect relationships in text;		
LA.3.1.7.5	- identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;		
LA.3.1.7.6	- identify themes or topics across a variety of fiction and nonfiction selections;		
LA.3.1.7.7	- compare and contrast elements, settings, characters, and problems in two texts; and		
LA.3.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - preview text features (e.g., title, headings, illustrations) and use prior knowledge to make predictions of content of text; - identify the author's purpose (e.g., tell a story, give information) in familiar read-aloud text; - identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when), and sequence of events; - identify cause and effect relationships in pictures; - identify similarities and differences within stories and informational text (e.g., topics, events); and - use strategies to repair comprehension, including but not limited to rereading, predicting what happens next, connecting to life experiences, and checking own understanding when reminded. 		<ul style="list-style-type: none"> - preview text features (e.g., illustrations, title) and use prior knowledge to make predictions about a story; - identify familiar books that tell stories; - identify details, including but not limited to who, what, and where, in read-aloud stories and informational text; - identify familiar cause and effect relationships in pictures; - identify similarities in elements, characters, and actions in read-aloud stories and informational text; and - use strategies to repair comprehension, including but not limited to connecting characters, actions, settings, and events in read-aloud stories and informational text to life experiences. 	<ul style="list-style-type: none"> - recognize referent objects, pictures, gestures/signs, or symbols used in daily classroom activities; - respond to pictures of characters, objects, or actions in familiar read-aloud stories and informational text used in daily activities; and - seek assistance to clarify the meaning of pictures, symbols, gestures/signs, or words in classroom activities with prompting.

Grade 3: Literary Analysis

Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:	
LA.3.2.1.1	- understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama);	
LA.3.2.1.2	- identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;	
LA.3.2.1.3	- identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);	
LA.3.2.1.4	- identify an author's theme, and use details from the text to explain how the author developed that theme;	
LA.3.2.1.5	- respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);	
LA.3.2.1.6	- write a book report or review that identifies the main idea, character(s), setting, sequence of events, and problem/solution;	
LA.3.2.1.7	- identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and	
LA.3.2.1.8	- select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - identify common forms of literature (e.g., stories, poetry); - identify characters, settings, main problem, and sequence of events in fiction; - identify words that describe people, objects, and feelings in poetry; - identify the main idea or topic of a literature selection; - respond to a read-aloud literature selection by relating the main idea or events to life experiences; - write a description of a literature selection that identifies characters, settings, main problem, or events; - recognize the meaning of figurative language (e.g., raining cats and dogs); and - select a variety of fiction materials to listen to or read, based on interest and teacher recommendations, to continue building a core foundation of knowledge. 	<ul style="list-style-type: none"> - identify common forms of literature (e.g., familiar stories, rhyming poetry); - identify characters, settings, and actions in read-aloud fiction; - identify words that describe people in read-aloud poetry; - identify the topic of a familiar literature selection; - contribute to a group response to read-aloud literature by connecting characters, actions, settings, or events to life experiences; - contribute to a written description that identifies the main topic, characters, actions, or setting from a read-aloud story; and - select fiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge. 	<ul style="list-style-type: none"> - respond to patterns of language in read-aloud literature (e.g., predictable books, poetry); - identify characters or objects in familiar stories; - use referent objects, gestures/signs, pictures, symbols, or words to respond to characters, objects, or actions from a familiar read-aloud story; and - express a preference for familiar read-aloud stories, or poems, based on interest and teacher recommendations, to continue building a core foundation of knowledge.

Nonfiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:	
LA.3.2.2.1	- identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);	
LA.3.2.2.2	- use information from the text to answer questions related to explicitly stated main ideas or relevant details;	
LA.3.2.2.3	- organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;	
LA.3.2.2.4	- identify the characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts); and	
LA.3.2.2.5	- select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify text features (e.g., title, headings, illustrations); - use information from read-aloud text with graphics to answer literal questions; - identify main ideas or topics in nonfiction text; - identify nonfiction text (e.g., simple reference materials, picture dictionary); and - select a variety of nonfiction materials on different topics to listen to or read, based on interest and teacher recommendations, to continue building a core foundation of knowledge. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify text features (e.g., illustrations, title); - use information in pictures, symbols, and words to answer literal questions; - identify topics in nonfiction read-aloud text; - identify familiar nonfiction pictures, symbols, or read-aloud text (e.g., photographs, signs); and - select nonfiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - recognize referent objects, pictures, or symbols used in daily classroom activities; - respond purposefully to referent objects or pictures of persons, objects, or actions in familiar read-aloud informational text used in daily activities; - respond to differences in referent objects, gestures/signs, pictures, or symbols used in routines; and - express a preference for familiar read-aloud nonfiction, based on interest and teacher recommendations, to continue building a core foundation of knowledge.

Grade 3: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.	
		The student will prewrite by:	
LA.3.3.1.1		- generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material);	
LA.3.3.1.2		- determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and	
LA.3.3.1.3		- using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes a main idea.	
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will prewrite by:		<i>Supported:</i> The student will prewrite by generating ideas for pictures that tell a story about persons, objects, actions, or events through activities (e.g., responding to questions, exploring objects, viewing pictures).	<i>Participatory:</i> The student will associate information or wants and needs with referent objects, gestures/signs, pictures, symbols, or words.
- generating ideas for writing about a picture related to desired topics or experiences through activities (e.g., responding to prompts, viewing pictures, listening to text, group discussion); and			
- identifying the purpose for writing (e.g., inform, tell a story).			
Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
		The student will draft writing by:	
LA.3.3.2.1		- using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions; and	
LA.3.3.2.2		- organizing information into a logical sequence through the use of time-order words and cause/effect transitions.	
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will draft writing by:		<i>Supported:</i> The student will draft writing by:	<i>Participatory:</i> The student will make an initial attempt to convey information, wants, and needs, with prompting as necessary, using referent objects, gestures/signs, pictures, symbols, or words.
- creating a picture;		- creating a picture; and	
- developing a description of topics or experiences; and		- dictating words, phrases, or sentences to tell a story or describe the picture.	
- sequencing ideas in a logical manner.			

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:		
LA.3.3.3.1	- evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice;		
LA.3.3.3.2	- creating clarity by using a combination of sentence structures (e.g., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning;		
LA.3.3.3.3	- creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and		
LA.3.3.3.4	- applying appropriate tools or strategies to refine the draft (e.g., peer review, checklists, rubrics).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will revise the draft by: <ul style="list-style-type: none"> - reviewing the picture and dictation; - changing the description or picture to add or modify details or rearrange sequence of ideas; and - using strategies or resources to improve the draft (e.g., teacher review, dictionary). 	<i>Supported.</i> The student will revise the draft by: <ul style="list-style-type: none"> - reviewing the picture and dictation; - adding details to the picture and dictation with prompting; and - copying dictated words and phrases. 	<i>Participatory.</i> The student will adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.	

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:		
LA.3.3.4.1	- spelling, using spelling patterns and generalizations (e.g., word families, diphthong, consonant digraphs, CVC words, CCVC words, CVCC words, affixes) and using a dictionary or other resources as necessary;		
LA.3.3.4.2	- capitalization for proper nouns, including holidays, product names, titles used with someone’s name, initials, and geographic locations;		
LA.3.3.4.3	- punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;		
LA.3.3.4.4	- present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals of irregular nouns;		
LA.3.3.4.5	- subject/verb and noun/pronoun agreement in simple and compound sentences; and		
LA.3.3.4.6	- end punctuation for compound, declarative, interrogative, and exclamatory sentences.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will edit for correct use of: <ul style="list-style-type: none"> - left to right progression and sequencing; - common spelling patterns for phonetically regular CVC words and spelling of high frequency words using a word bank or other resource as necessary; and - capitalization, including familiar names and the pronoun “I.” 		<i>Supported:</i> The student will edit for correct use of: <ul style="list-style-type: none"> - left to right progression and sequencing for words and phrases; and - capitalization of own first and last name. 	<i>Participatory:</i> The student will adjust nonverbal expression or language (e.g., referent objects, gestures/signs, pictures, symbols, words) with prompting as necessary to communicate wants and needs.
Publishing		Standard: The student will write a final product for the intended audience.	
	The student will:		
LA.3.3.5.1	- prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia);		
LA.3.3.5.2	- add graphics where appropriate; and		
LA.3.3.5.3	- share the writing with the intended audience.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: <ul style="list-style-type: none"> - produce writing that is clear, legible, and appropriate for the purpose; and - share the writing with others. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> - produce pictures with legible and understandable stories or descriptions; and - share the picture stories with others. 	<i>Participatory:</i> The student will effectively communicate information, wants, and needs using referent objects, gestures/signs, pictures, symbols, or words.

Grade 3: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.3.4.1.1	- write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events; and		
LA.3.4.1.2	- write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:	
<ul style="list-style-type: none"> - write a narrative that includes a main idea and characters; and - contribute to group writing of poetry, rhymes, or songs. 	<ul style="list-style-type: none"> - produce a narrative by creating a picture that tells a story about familiar persons, objects, or actions with dictated words and phrases; - recite poetry, rhymes, and chants with expression; and - contribute to group recitation of poetry, rhymes, and chants with expression. 	<ul style="list-style-type: none"> - communicate information that tells about familiar persons, objects, and actions; and - respond to patterns of language in read-aloud poems, rhymes, and songs. 	

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
	The student will:		
LA.3.4.2.1	- write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics);		
LA.3.4.2.2	- record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;		
LA.3.4.2.3	- write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information;		
LA.3.4.2.4	- write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations); and		
LA.3.4.2.5	- write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - record information (e.g., lists, logs, labels) related to a topic; - write labels for common objects in the classroom; - create expository text with pictures and sentences that contain relevant information about a topic; - write thank-you notes and simple messages; and - produce functional text (e.g., two-step directions, rules) by creating instructions with pictures and sentences. 		<ul style="list-style-type: none"> - record expository information by creating pictures and dictating labels or lists; - compose informal invitations, messages, and thank-you notes by copying from a model; and - produce functional text (e.g., one-step directions for daily activities) by creating pictures and dictating words, phrases and sentences. 	<ul style="list-style-type: none"> - express wants and needs; - communicate information about daily activities; and - communicate information about familiar persons, objects, or actions using non-verbal expression, gestures/signs, pictures, symbols, or words.

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
LA.3.4.3.1	The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will create a picture of a preferred item (e.g., food, pet, person) and dictate a reason why this item is the favorite.		<i>Supported:</i> The student will choose a favorite item (e.g., food, pet, toy, person) and tell what he or she likes about it.	<i>Participatory:</i> The student will communicate a preference for familiar persons, objects, or actions in daily activities.

Grade 3: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
LA.3.5.1.1	The student will demonstrate beginning cursive writing skills.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will write words using upper case and lower case letters, proper spacing, and sequencing.		<i>Supported:</i> The student will write first name and copy letters and words from left to right with a visual cue.	<i>Participatory:</i> The student will use pictures, symbols, gestures/signs, or words to communicate meaning.

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.	
	The student will:		
LA.3.5.2.1	- recall, interpret, and summarize information presented orally; and		
LA.3.5.2.2	- plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: <ul style="list-style-type: none"> - identify details from a variety of oral presentations (e.g., stories, poems, skits, songs, information); and - present information orally using appropriate voice, eye contact, and body movements for the occasion. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> - identify details from oral presentations (e.g., stories, songs, verbal messages); and - use words, phrases, and simple sentences for oral expression in classroom activities using appropriate voice. 	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - attend to oral presentations (e.g., stories, songs, verbal messages); and - use language and nonverbal expression to communicate in daily group activities.

Grade 3: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
LA.3.6.1.1	The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will read informational text with graphics for different purposes to follow two-step directions, answer literal questions, and perform tasks.		<i>Supported:</i> The student will use information in pictures, symbols, and environmental print to answer questions and perform tasks.	<i>Participatory:</i> The student will recognize pictures of persons and objects to perform specific tasks in daily activities.

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.
	The student will:	
LA.3.6.2.1	- determine information needed for a search by narrowing or broadening a topic, identify key words;	
LA.3.6.2.2	- use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information;	
LA.3.6.2.3	- communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map); and	
LA.3.6.2.4	- record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas).	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent.</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - generate ideas for a search; - use resources (e.g., pictures, nonfiction books) to obtain information; - communicate responses to search questions in dictated, written, or visual format (e.g., picture stories); and - identify titles, authors, and illustrators of books. 	<ul style="list-style-type: none"> - use objects and pictures to identify topics for a search; - use teacher-recommended materials (e.g., objects, pictures, read-aloud text) to obtain information; - communicate responses to search questions using dictated words or phrases and pictures; and - identify titles and authors on the covers of familiar books. 	<ul style="list-style-type: none"> - select a familiar object to explore; - explore and interact with the functions of the selected object; - communicate about the selected object using nonverbal expression, gestures/signs, pictures, symbols, or words; and - recognize familiar books or print materials.

Media Literacy		Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
	The student will:	
LA.3.6.3.1	- determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and	
LA.3.6.3.2	- identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent.</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - identify main ideas and details in print media (e.g., pictures, symbols, text); and - identify basic production elements used in media messages (e.g., color, sound, animation). 	<ul style="list-style-type: none"> - identify details in print media (e.g., pictures, symbols, text); and - recognize basic production elements used in familiar media messages (e.g., color, sound). 	<ul style="list-style-type: none"> - respond to familiar print media (e.g., pictures, symbols, text); and - respond to basic production elements in media messages (e.g., motion sound).

Technology	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:	
LA.3.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, websites); and	
LA.3.6.4.2	- use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent.</i> The student will: <ul style="list-style-type: none"> - use appropriate available technologies to enhance communication; and - use digital tools (e.g., writing, drawing software) to produce pictures, letters, and words. 	<i>Supported:</i> The student will: <ul style="list-style-type: none"> - use an appropriate available technology to enhance communication; and - use digital tools (e.g., writing, drawing software) to produce pictures, letters, or words. 	<i>Participatory.</i> The student will: <ul style="list-style-type: none"> - use an appropriate available technology to enhance communication; and - use technology resources to support learning.

Grade 4

LA.	4.	1.	1.	1
Subject	Grade	Strand	Standard	Benchmark

Grade 4: Reading Process

Phonics/Word Analysis		Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
	The student will:		
LA.4.1.4.1	- recognize knowledge of spelling patterns;		
LA.4.1.4.2	- use structural analysis; and		
LA.4.1.4.3	- use language structure to read multi-syllabic words in text.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will: <ul style="list-style-type: none"> - manipulate individual phonemes in CVC, CCVC, and CVCC words through addition, deletion, and substitution; - identify and segment initial, final, and medial phonemes in words with common spelling patterns; - decode words with common consonant and vowel digraphs; - decode words with r-controlled vowels; - recognize high frequency sight words; - recognize regular plurals; and - use self-correction when subsequent reading indicates an earlier misreading. 		<i>Supported.</i> The student will: <ul style="list-style-type: none"> - produce the most common sounds associated with all letters of the alphabet; - blend and segment individual phonemes in selected CVC words; - decode phonetically regular words; - recognize high frequency sight words; and - use self-correction when subsequent reading indicates an earlier misreading. 	
<i>Participatory.</i> The student will respond to pictures or symbols paired with spoken words in one or more daily activities.			

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
	The student will:		
LA.4.1.5.1	- demonstrate the ability to read grade level text; and		
LA.4.1.5.2	- adjust reading rate based on purpose, text difficulty, form, and style.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will read text with high frequency sight words and phonetically regular words with accuracy.		<i>Supported.</i> The student will read text with high frequency sight words and phonetically regular one-syllable words with accuracy.	
<i>Participatory.</i> The student will: <ul style="list-style-type: none"> - respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities; and - identify pictures or symbols paired with words to indicate the next step in a familiar daily activity. 			

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
	The student will:	
LA.4.1.6.1	- use new vocabulary that is introduced and taught directly;	
LA.4.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;	
LA.4.1.6.3	- use context clues to determine meanings of unfamiliar words;	
LA.4.1.6.4	- categorize key vocabulary and identify salient features;	
LA.4.1.6.5	- relate new vocabulary to familiar words;	
LA.4.1.6.6	- identify “shades of meaning” in related words (e.g., blaring, loud);	
LA.4.1.6.7	- use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;	
LA.4.1.6.8	- use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;	
LA.4.1.6.9	- determine the correct meaning of words with multiple meanings in context; and	
LA.4.1.6.10	- determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss stories and informational text; - use context clues and illustrations to determine the meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use knowledge of individual words to predict meaning of unknown compound words; - identify common synonyms and antonyms; - determine the correct meaning of a word with multiple meanings in context; and - determine the meaning of unknown words using a picture dictionary and digital tools. 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and talk about stories and informational text; - categorize pictures; - relate new vocabulary to familiar words; - identify common antonyms using pictures; - identify the meaning of words that show spatial and temporal relationships (e.g., up/down, before/after); and - use information from print or visual reference materials to determine the meaning of unknown words. 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - respond to new vocabulary that is introduced and taught directly; - listen and respond to stories and informational text; - identify persons, objects, and actions by name in daily activities; and - select objects, pictures, or symbols paired with words that relate to familiar stories or activities.

Reading Comprehension		Standard: The student uses a variety of strategies to comprehend grade level text.	
	The student will:		
LA.4.1.7.1	- identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);		
LA.4.1.7.2	- identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text;		
LA.4.1.7.3	- determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;		
LA.4.1.7.4	- identify cause-and-effect relationships in text;		
LA.4.1.7.5	- identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;		
LA.4.1.7.6	- identify themes or topics across a variety of fiction and nonfiction selections;		
LA.4.1.7.7	- compare and contrast elements in multiple texts (e.g., setting, characters, problems); and		
LA.4.1.7.8	- use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - preview text features (e.g., illustrations, title, headings, captions) and use prior knowledge to make predictions of content and purpose of text; - identify the author’s purpose (e.g., tell a story and give information) in text; - identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when, how), and sequence of events; - identify cause and effect relationships in pictures and text; - identify explicit text structures (e.g., similarities and differences, sequence of events) in stories and informational text; - identify the essential message or topic in text; and - use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting the topic and what happens next, connecting to life experiences, and checking own understanding when reminded. 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - preview text features (e.g., illustrations, title) and use prior knowledge to make predictions of content of stories and informational text; - identify text that tells a story; - determine main idea and supporting details, including but not limited to who, what, where, and when in read-aloud stories and informational text; - identify actions that lead to predictable effects in read-aloud stories and informational text; - identify differences in characters and actions in text; and - use strategies to repair comprehension, including but not limited to rereading, connecting stories to life experiences, and checking own understanding when reminded. 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - identify pictures of characters or objects in read-aloud stories or informational text; - respond accurately and consistently to pictures of characters or objects in familiar read-aloud stories and informational text used in daily activities; - use pictures or symbols to respond to predictable cause/effect events in daily activities; - respond to voice tone or volume that reflects the intent of verbal messages; and - seek assistance to clarify the meaning of pictures, symbols, or words in classroom activities with prompting. 	

Grade 4: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.4.2.1.1	- read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media;
LA.4.2.1.2	- identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;
LA.4.2.1.3	- identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);
LA.4.2.1.4	- identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.4.2.1.5	- respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.4.2.1.6	- write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;
LA.4.2.1.7	- identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;
LA.4.2.1.8	- recognize that vocabulary and language patterns have changed in literary texts from the past to the present; and
LA.4.2.1.9	- select a balance of age and ability appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry), based on teacher recommendations, to continue building a core foundation of knowledge.

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Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.	
Continued from previous page		
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - distinguish among common forms of literature (e.g., stories, poetry); - identify characters, settings, and problem/solution in a variety of fiction; - identify general feelings and ideas communicated in poetry; - identify the main idea or topic of a literature selection; - respond to literature selection by describing how the story connects to life experiences; - write a brief report or review that identifies characters, settings, sequence of events, main idea(s), or problem/solution in a literature selection; - recognize the meaning of common idioms (e.g., cross your fingers) and figurative language (e.g., the sun smiled when the day began); - identify language used to describe past and present events in stories and nonfiction; and - select a variety of fiction materials to listen to or read, based on interest and teacher recommendations, to continue building a core foundation of knowledge. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify common forms of literature (e.g., stories, rhyming poetry); - identify characters, settings, actions, and events in read-aloud fiction; - identify words that describe people, objects, and actions in poetry; - identify the topic of a familiar literature selection; - contribute to a group response connecting characters, actions, settings, or events in read-aloud literature to life experiences by creating pictures and dictation; - create a picture story with dictated sentences that identifies a character, event, or setting from a read-aloud story; - recognize that events in a story can take place in the past or present; and - select a variety of fiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify characters or objects in read-aloud prose and poetry; - respond to words that describe actions or feelings in familiar read-aloud literature; - use pictures, symbols, or words to identify characters, objects, or actions from a familiar read-aloud story; and - express a preference for familiar read-aloud stories or poems, based on interest and teacher recommendations, to continue building a core foundation of knowledge.

Nonfiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:	
LA.4.2.2.1	- locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);	
LA.4.2.2.2	- use information from the text to answer questions related to explicitly stated main ideas or relevant details;	
LA.4.2.2.3	- organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;	
LA.4.2.2.4	- identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts); and	
LA.4.2.2.5	- select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on teacher recommendations, to continue building a core foundation of knowledge.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - obtain information from text features (e.g., illustrations, title, headings, captions); - use explicit information from nonfiction text to answer questions related to explicitly stated main idea and supporting details (e.g., who, what, where, when, how); - identify main ideas or topics in nonfiction text; - identify a variety of nonfiction text (e.g., simple reference materials, picture dictionary); and - select a variety of nonfiction materials on different topics to listen to or read, based on interest and teacher recommendations, to continue building a core foundation of knowledge. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - obtain information from text features (e.g., illustrations, title); - use explicit information from read-aloud nonfiction text to answer questions related to explicitly stated main idea and supporting details (e.g., who, what, where, when); - identify topics in nonfiction read-aloud text; - identify familiar nonfiction pictures, symbols or read-aloud text (e.g., photographs, signs, logos); and - select a variety of nonfiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify referent objects, pictures, or symbols used in daily classroom activities; - respond purposefully to referent objects, pictures or symbols and informational text used in daily activities; - respond to differences in referent objects, pictures, or symbols paired with words used in daily activities; and - express a preference for familiar read-aloud nonfiction, based on interest and teacher recommendations, to continue building a core foundation of knowledge.

Grade 4: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.4.3.1.1	- generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests;		
LA.4.3.1.2	- determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and		
LA.4.3.1.3	- organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will prewrite by:	<i>Supported:</i> The student will prewrite by:	<i>Participatory:</i> The student will associate preferences or information about familiar activities with pictures, symbols, or words.	
<ul style="list-style-type: none"> - generating ideas related to desired topics for writing through activities (e.g., responding to prompts, viewing pictures, listening to text, taking part in group discussion); - determining the purpose (e.g., inform tell a story) and intended audience for writing; and - organizing ideas using a simple web or list. 	<ul style="list-style-type: none"> - generating ideas for pictures that tell a story about persons, objects, or events through activities (e.g., responding to prompts, questions, exploring objects, viewing pictures); and - identifying the purpose of writing (e.g., tell a story, give information). 		
Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:		
LA.4.3.2.1	- using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions;		
LA.4.3.2.2	- organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and		
LA.4.3.2.3	- creating interesting leads through the use of quotations, questions, or descriptions.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will draft writing by:	<i>Supported:</i> The student will draft writing by:	<i>Participatory:</i> The student will make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.	
<ul style="list-style-type: none"> - describing topics based on ideas developed in a plan; and - organizing the ideas according to the purpose of the writing. 	<ul style="list-style-type: none"> - creating a picture and dictating sentences that tell a story or describe the picture; and - communicating ideas according to the purpose. 		

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:		
LA.4.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation;		
LA.4.3.3.2	- creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis);		
LA.4.3.3.3	- creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and		
LA.4.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will revise the draft by: <ul style="list-style-type: none"> - reviewing the draft for clarity of content, organization, and use of descriptive words; - using complete sentences to express ideas; - adding or changing words to clarify meaning; and - using tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary). 	<i>Supported.</i> The student will revise the draft by: <ul style="list-style-type: none"> - reviewing the picture and dictation; - copying dictated phrases or sentences; - making changes to the picture and dictation to add or modify details with prompting; and - copying dictated phrases or sentences. 	<i>Participatory.</i> The student will adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.	

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:		
LA.4.3.4.1	- spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary;		
LA.4.3.4.2	- capitalization for proper nouns, including titles used with someone’s name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.);		
LA.4.3.4.3	- punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;		
LA.4.3.4.4	- present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions;		
LA.4.3.4.5	- subject/verb and noun/pronoun agreement in simple and compound sentences; and		
LA.4.3.4.6	- end punctuation for declarative, interrogative, imperative, and exclamatory sentences.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will edit for correct use of:		<i>Supported:</i> The student will edit for correct use of:	<i>Participatory:</i> The student will adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
<ul style="list-style-type: none"> - left to right progression and sequencing; - spelling of phonetically regular and high frequency words using a word bank or other resource as necessary; - capitalization of proper names and the pronoun “I;” - end punctuation (period); and - complete sentences. 		<ul style="list-style-type: none"> - left to right progression, sequencing, and word spacing; - a model to check spelling of words; and - capitalization of own first and last name and initial word in sentences. 	

Publishing		Standard: The student will write a final product for the intended audience.	
	The student will:		
LA.4.3.5.1	- prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);		
LA.4.3.5.2	- use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and		
LA.4.3.5.3	- share the writing with the intended audience.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will effectively communicate information or preferences about familiar activities using pictures, symbols, or words.
<ul style="list-style-type: none"> - produce writing that is clear, legible, and appropriate for the purpose; and - share the writing with the intended audience. 		<ul style="list-style-type: none"> - produce pictures with legible and understandable stories or descriptions; and - share the picture stories with others. 	

Grade 4: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.4.4.1.1	- write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience; and		
LA.4.4.1.2	- write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:	
<ul style="list-style-type: none"> - write narratives that includes a main idea, characters, and sequence of events; and - write poems based on simple rhythm and rhyme patterns. 	<ul style="list-style-type: none"> - produce narratives by creating pictures that tell a story about familiar persons, objects, or events with dictated phrases or sentences; and - complete lines in poetry following patterns for rhythm and rhyme. 	<ul style="list-style-type: none"> - communicate information that tells about familiar persons, objects, and activities; and - respond to patterns of language in read-aloud poems, rhymes, and songs. 	

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
	The student will:		
LA.4.4.2.1	- write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals);		
LA.4.4.2.2	- record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;		
LA.4.4.2.3	- write informational/expository essays that contain introductory, body, and concluding paragraphs;		
LA.4.4.2.4	- write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and		
LA.4.4.2.5	- write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - write in an expository form (e.g., daily journal, log); - record information (e.g., lists, labels, charts) related to a topic; - write expository text that contains relevant information; - compose a friendly letter, invitation, and thank-you note using a model; and - write functional text (e.g., two-step instructions and directions, labels, recipes). 		<ul style="list-style-type: none"> - record expository information by creating pictures and dictating labels, lists, or observations; - compose informal invitations, messages, and thank-you notes using a model; and - produce functional text (e.g., one-step directions for daily activities) by creating pictures and dictating sentences. 	<ul style="list-style-type: none"> - communicate about persons, objects, or actions using pictures, symbols, or words; - communicate information about daily activities; - use gestures and expressions to greet others; and - express preferences or choices.

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
	The student will:		
LA.4.4.3.1	- write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence; and		
LA.4.4.3.2	- include persuasive techniques (e.g., word choice, repetition, emotional appeal).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will select a favorite topic and list reasons why the topic is important.		<i>Supported:</i> The student will create a picture of a favorite item (e.g., food, pet, toy, person) and dictate words or phrases that tell what he or she likes about it.	<i>Participatory:</i> The student will communicate preferences for familiar persons, objects, or actions in a variety of daily activities.

Grade 4: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
LA.4.5.1.1	The student will demonstrate legible cursive writing skills.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will write words and sentences with proper spacing and sequencing.		<i>Supported:</i> The student will write words using upper case and lower case letters, proper spacing, and sequencing.	<i>Participatory:</i> The student will use pictures, symbols, or words to communicate meaning.

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.	
	The student will:		
LA.4.5.2.1	- listen to information presented orally and show an understanding of key points;		
LA.4.5.2.2	- plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion;		
LA.4.5.2.3	- listen attentively to speakers and takes notes as needed to ensure accuracy of information;		
LA.4.5.2.4	- ask questions of speakers, using appropriate tone and eye contact; and		
LA.4.5.2.5	- make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - listen to information presented orally and identify key points; - listen attentively to familiar speakers and note key points; - ask literal questions and respond to speakers; and - make informal oral presentations about personal experiences and familiar topics using appropriate oral language choices for the purpose and occasion. 		<ul style="list-style-type: none"> - listen to information presented orally and answer who, what, where, and when questions about key points; - listen attentively to familiar speakers and comment about information presented; - ask questions and respond to familiar speakers; and - describe personal experiences using appropriate oral language choices for the situation. 	<ul style="list-style-type: none"> - listen and respond to information presented orally; - listen and respond purposefully to familiar persons; and - communicate information in daily classroom activities and routines.

Grade 4: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
LA.4.6.1.1	The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will read informational text with graphics to gather information, follow three-step directions, answer questions, and perform tasks.		<i>Supported:</i> The student will use information in read-aloud informational text with pictures to follow one-step directions, answer literal questions, and perform tasks.	<i>Participatory:</i> The student will identify pictures or symbols paired with words to carry out tasks in daily activities.

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.	
	The student will:		
LA.4.6.2.1	- select a topic for inquiry, refine a predetermined search plan;		
LA.4.6.2.2	- apply evaluative criteria (e.g., readability, currency, accuracy) for selecting and using a variety of appropriate resources, gather and record information, noting the difference between opinions and fact;		
LA.4.6.2.3	- communicate information in a report that includes main idea(s) and relevant details, with visual supports; and		
LA.4.6.2.4	- record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - select a topic and ask questions to guide a search; - locate information in simple reference materials (e.g., nonfiction books, picture dictionaries, software); - communicate response to search questions in written or visual format (e.g., picture stories, descriptions) with a title, main idea and relevant details; and - identify the titles of references or other sources used in a search. 		<ul style="list-style-type: none"> - select a topic and ask questions for a search and use teacher-recommended pictures, symbols, and read-aloud text for information; - view or listen to information to answer search questions; - communicate responses to search questions using dictated statements and pictures; and - identify the materials used to answer search questions. 	<ul style="list-style-type: none"> - select a familiar object to explore; - explore the features and interact with the functions of the selected object; - communicate about the selected object using pictures, symbols, or words; and - identify familiar books or print materials.

Media Literacy		Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	The student will:		
LA.4.6.3.1	- examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and		
LA.4.6.3.2	- recognize and identify production elements (e.g., graphics, sound effects, music) used to create media messages and create a media message for a specific purpose.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:	<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:	
- recognize similarities and differences in the way information is presented in a variety of print; and - identify production elements (e.g., graphics, color, sound) used to enhance communication in media.	- identify information communicated in print; and - recognize basic production elements (e.g., color, sound) used in media.	- respond to familiar print or graphic materials; and - respond to basic production elements in media messages (e.g., motion, color, sound).	

Technology		Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:		
LA.4.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and		
LA.4.6.4.2	- determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:	<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:	
- use appropriate available technologies to enhance communication; and - use digital tools (e.g., writing, drawing software) for publishing information or a story.	- use an appropriate available technology to enhance communication; and - use digital tools (e.g., writing, drawing software) to produce pictures, letters, or words.	- use an appropriate available technology to enhance communication; and - use technology to communicate information or preferences.	

Grade 5

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Subject	Grade	Strand	Standard	Benchmark

Grade 5: Reading Process

Phonics/Word Analysis		Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
	The student will:		
LA.5.1.4.1	- understand spelling patterns;		
LA.5.1.4.2	- recognize structural analysis; and		
LA.5.1.4.3	- use language structure to read multi-syllabic words in text.		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify phonemes in common spelling patterns, including blends, digraphs, and diphthongs; - decode words with consonant and vowel digraphs and common vowel diphthongs; - decode compound words and contractions; - recognize words with possessives and inflections (-ed, -ing); - decode phonetically regular multi-syllabic words; - recognize high frequency words with irregular spellings; - recognize common abbreviations; and - use self-correction when subsequent reading indicates an earlier misreading. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify, blend, and segment initial, final, and medial phonemes in CVC and CVCE words; - decode phonetically regular words with common long and short vowel spelling patterns; - recognize high frequency sight words; and - use self-correction when subsequent reading indicates an earlier misreading. 	
		<p><i>Participatory:</i> The student will respond to pictures or symbols paired with spoken words in daily activities.</p>	

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
	The student will:		
LA.5.1.5.1	- demonstrate the ability to read grade level text; and		
LA.5.1.5.2	- adjust reading rate based on purpose, text difficulty, form, and style.		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent:</i> The student will read text with high frequency sight words and phonetically regular words with accuracy.</p>		<p><i>Supported:</i> The student will read simple text with high frequency sight words and phonetically regular words with accuracy.</p>	
		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities; and - identify pictures or symbols paired with words to indicate the next step in familiar daily activities. 	

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
	The student will:	
LA.5.1.6.1	- use new vocabulary that is introduced and taught directly;	
LA.5.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;	
LA.5.1.6.3	- use context clues to determine meanings of unfamiliar words;	
LA.5.1.6.4	- categorize key vocabulary and identify salient features;	
LA.5.1.6.5	- relate new vocabulary to familiar words;	
LA.5.1.6.6	- identify “shades of meaning” in related words (e.g., blaring, loud);	
LA.5.1.6.7	- use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;	
LA.5.1.6.8	- use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;	
LA.5.1.6.9	- determine the correct meaning of words with multiple meanings in context;	
LA.5.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and	
LA.5.1.6.11	- use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss stories and informational text; - use context clues and graphics to determine meanings of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - identify the meaning of words using knowledge of tense (-ed, -ing), plural endings, and regular contractions; - identify common synonyms, antonyms, and homonyms; - identify the correct meaning of a word with multiple meanings in context; and - determine the meaning of unknown words using a picture dictionary and digital tools. 	<ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and talk about stories and informational text; - use context clues and illustrations to determine meanings of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - identify common synonyms, antonyms, and compound words using pictures; and - use information from print or visual reference materials to determine the meaning of unknown words. 	<ul style="list-style-type: none"> - respond to new vocabulary that is introduced and taught directly; - listen and respond to stories and informational text; - identify persons, objects, and actions by name in daily activities; and - select objects, pictures, or symbols paired with words that relate to familiar stories or activities.

Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
	The student will:
LA.5.1.7.1	- explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading;
LA.5.1.7.2	- identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an author’s perspective influences text;
LA.5.1.7.3	- determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.5.1.7.4	- identify cause-and-effect relationships in text;
LA.5.1.7.5	- identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;
LA.5.1.7.6	- identify themes or topics across a variety of fiction and nonfiction selections;
LA.5.1.7.7	- compare and contrast elements in multiple texts; and
LA.5.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.	
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Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - preview text features (e.g., illustrations, title, headings, captions) and use prior knowledge to make predictions of content and purpose of text; - identify the author’s purpose (e.g., to tell a story, give information, entertain) using key words, phrases, and graphics in text; - identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when, how, why), and sequence of events; - identify cause and effect relationships in stories and informational text; - identify text structures (e.g., similarities and differences, sequence of events, explicit cause/effect) in stories and informational text; - identify the essential message or topic in text; - identify similarities and differences in elements (e.g., characters, objects, actions) within a text; and - use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using simple graphic organizers, connecting to life experiences, and checking own understanding when reminded. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - preview text features (e.g., illustrations, title) and use prior knowledge to make predictions of content of stories and informational text; - sort familiar books into categories reflecting personal uses (e.g., make me laugh, tell a story, show me how to do something); - identify explicit ideas and information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when), and sequence of events in read-aloud stories and informational text; - identify explicit cause/effect relationships in read-aloud stories and informational text; - identify statements of the main idea or topic in read-aloud text; - identify differences in characters, actions, and objects in text; and - use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting what happens next, connecting to life experiences, and checking own understanding when reminded. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify illustrations of characters or objects in read-aloud stories or informational text; - respond to feelings expressed in read-aloud stories and informational text; - respond accurately and consistently to pictures or symbols paired with words in familiar read-aloud stories and informational text; - use pictures or symbols paired with words to respond to predictable cause/effect events in daily classroom activities; and - use a resource when necessary to clarify meaning of pictures, symbols, or words in classroom activities.

Grade 5: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.5.2.1.1	- demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.5.2.1.2	- locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction;
LA.5.2.1.3	- demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem;
LA.5.2.1.4	- identify an author’s theme, and use details from the text to explain how the author developed that theme;
LA.5.2.1.5	- demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;
LA.5.2.1.6	- write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;
LA.5.2.1.7	- identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;
LA.5.2.1.8	- explain changes in the vocabulary and language patterns of literary texts written across historical periods; and
LA.5.2.1.9	- use interest and recommendations of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
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Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - distinguish among common forms of literature (e.g., stories, poetry, drama); - identify characters, settings, and elements of plot structure (e.g., actions, sequence of events, problem/solution) in a variety of fiction; - identify rhyme, repetition, rhythm, and descriptive language in poetry; - identify the main topic or essential message of a familiar literary selection; - demonstrate understanding of a literature selection by describing how it connects to life experiences; - write a brief report or review that identifies characters, settings, sequence of events, main idea(s), or problem/solution in a literature selection; - recognize the meaning of common idioms (e.g., green thumb) and figurative language (e.g., buzz, hiss, roar); - distinguish between examples of past and present language used in stories; and - select a variety of fiction materials to listen to or read, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify common forms of literature (e.g., stories, poetry); - identify characters, settings, actions, and events in read-aloud fiction; - identify rhyme, repetition, and rhythm in poetry; - match familiar literature selections to a topic; - contribute to a group response connecting characters, actions, settings, or events in read-aloud literature to life experiences; - produce a picture story with dictated sentences that identifies characters, setting, actions, or events from a read-aloud story; - recognize the meaning of figurative language (e.g., raining cats and dogs); - recognize language used in stories that indicates past events; and - select fiction materials to listen to, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify characters, objects, and actions in read-aloud literature; - respond to differences in rhythm in familiar poetry or songs; - use pictures, symbols, or words to identify characters, objects, and actions from familiar read-aloud stories; and - select fiction materials to listen to or use, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture.
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Nonfiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:	
LA.5.2.2.1	- locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);	
LA.5.2.2.2	- use information from the text to answer questions related to explicitly stated main ideas or relevant details;	
LA.5.2.2.3	- organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, or summarizing);	
LA.5.2.2.4	- identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/functional texts); and	
LA.5.2.2.5	- use interest and recommendations of others to select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history) to continue building a core foundation of knowledge.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - obtain information from text features (e.g., illustrations, title, headings, captions); - use explicit information from nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when, how, why); - organize information to show understanding (e.g., using simple graphic organizers); - identify a variety of nonfiction text (e.g., reference materials, picture dictionary, children’s newspapers); and - select a variety of nonfiction materials to listen to or read, based on interest or recommendations, to expand the core foundation of knowledge. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - obtain information from text features (e.g., illustrations, title, table of contents); - use explicit information from read-aloud nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when); - organize information to show understanding (e.g., using pictures or symbols); - identify nonfiction print materials (e.g., calendar, schedule, environmental print) ; and - select nonfiction materials on different topics to listen to, based on interest or recommendations, to expand the core foundation of knowledge. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify pictures, symbols, or words used in daily classroom activities; - respond purposefully to pictures, symbols and informational text used in daily activities; - recognize pictures, or symbols paired with words in informational text (nonfiction) used in daily activities; and - select nonfiction materials to listen to, based on interest or recommendations, to expand the core foundation of knowledge.

Grade 5: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.5.3.1.1	- generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;		
LA.5.3.1.2	- determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience of a writing piece; and		
LA.5.3.1.3	- organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will prewrite by:	<i>Supported:</i> The student will prewrite by:	<i>Participatory:</i> The student will select pictures, symbols, or words to use when communicating in classroom activities.	
<ul style="list-style-type: none"> - generating ideas related to topics for writing through activities (e.g., responding to prompts, viewing pictures, reading text, group discussion); - identifying the purpose (e.g., inform, tell a story) and the intended audience for writing; and - using graphic organizers or charts to make a plan for writing. 	<ul style="list-style-type: none"> - generating ideas about topics or experiences to plan a picture with a story or description through responding to prompts and questions, viewing pictures, and listening to text; and - identifying the purpose (e.g., inform, tell a story) and the intended audience for writing. 		

Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:		
LA.5.3.2.1	- using a prewriting plan to focus on the main idea with ample development of supporting details, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood;		
LA.5.3.2.2	- organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and		
LA.5.3.2.3	- creating interesting leads by studying the leads of professional authors and experimenting with various types of leads (e.g., an astonishing fact, a dramatic scene).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will draft writing by:	<i>Supported:</i> The student will draft writing by:	<i>Participatory:</i> The student will make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.	
<ul style="list-style-type: none"> - using a prewriting plan to develop ideas related to the topic; and - including a beginning, middle, and end. 	<ul style="list-style-type: none"> - creating a picture and dictating a story or description; and - organizing ideas according to the purpose of the writing. 		

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:		
LA.5.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;		
LA.5.3.3.2	- creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure;		
LA.5.3.3.3	- creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and		
LA.5.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent.</i> The student will revise the draft by:</p> <ul style="list-style-type: none"> - reviewing the draft for clarity of content, organization, and word choice; - using complete sentences to express ideas; - adding, changing, or rearranging words and sentences to clarify the meaning and sequence of ideas and details; and - using tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary). 	<p><i>Supported.</i> The student will revise the draft by:</p> <ul style="list-style-type: none"> - reviewing the picture and dictation; - copying dictated phrases and sentences; - making changes to the picture and dictation to add or modify details or organization with prompting; and - using a familiar resource (e.g., teacher assistance) to improve the draft. 	<p><i>Participatory.</i> The student will adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.</p>	

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:		
LA.5.3.4.1	- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;		
LA.5.3.4.2	- capitalization, including literary titles, nationalities, ethnicities, languages, religions, geographic names and places;		
LA.5.3.4.3	- punctuation, including commas in clauses, hyphens, and in cited sources, including quotations for exact words from sources;		
LA.5.3.4.4	- the four basic parts of speech (nouns, verbs, adjectives, adverbs), and subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns; and		
LA.5.3.4.5	- subject/verb and noun/pronoun agreement in simple and compound sentences.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will edit for correct use of:		<i>Supported.</i> The student will edit for correct use of:	<i>Participatory.</i> The student will adjust language by selecting different pictures, symbols, or words when necessary to communicate information in classroom activities.
<ul style="list-style-type: none"> - spelling of phonetically regular and high frequency words, using a word bank or other resource as necessary; - capitalization of initial word in sentences, proper names, and the pronoun "I;" - end punctuation (period and question mark) for sentences; and - singular and plural nouns and complete sentences. 		<ul style="list-style-type: none"> - left to right progression and sequencing; - a model to check spelling of words; and - capitalization of own name, the pronoun "I," and initial word in sentences. 	

Publishing		Standard: The student will write a final product for the intended audience.	
	The student will:		
LA.5.3.5.1	- prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);		
LA.5.3.5.2	- use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and		
LA.5.3.5.3	- share the writing with the intended audience.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will effectively communicate information about classroom activities using pictures, symbols, or words.
<ul style="list-style-type: none"> - produce writing that is clear, legible, and appropriate for the audience and purpose; and - share the writing with the intended audience. 		<ul style="list-style-type: none"> - produce pictures with legible and understandable stories or descriptions; and - share the picture stories with the intended audience. 	

Grade 5: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.5.4.1.1	- write narratives that establish a situation and plot with rising action, conflict, and resolution; and		
LA.5.4.1.2	- write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:	
<ul style="list-style-type: none"> - write narratives about events with characters and actions; and - write expressive forms (e.g., stories, skits, poems) that include dialogue, rhythm and rhyme, and appropriate format. 	<ul style="list-style-type: none"> - write narratives about familiar persons or objects and events by creating picture stories with dictated phrases and sentences; and - complete lines in familiar poetry by following patterns for rhythm and rhyme. 	<ul style="list-style-type: none"> - communicate information that tells about familiar persons, objects, and activities; and - respond to differences in rhythm in familiar poems, rhymes, and songs. 	

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
	The student will:		
LA.5.4.2.1	- write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);		
LA.5.4.2.2	- record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate;		
LA.5.4.2.3	- write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs;		
LA.5.4.2.4	- write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and		
LA.5.4.2.5	- write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - write in an expository form (e.g., daily journal, log, simple procedures); - record information (e.g., lists, labels, charts) related to a topic; - write expository text that contains a main idea and supporting details; - compose friendly letters, invitations, messages, and thank-you notes; and - write functional text (e.g., two-step instructions, directions, recipes, labels, graphs). 		<ul style="list-style-type: none"> - record expository information by creating pictures and dictating labels, lists, or observations; - use a word bank to write labels for common objects in the classroom; - compose informal invitations, messages, and thank-you notes using a model; and - produce functional text (e.g., two-step directions, information signs) by creating pictures with dictated sentences. 	<ul style="list-style-type: none"> - communicate about persons, objects, or actions using pictures, symbols, or words; - communicate information about daily activities; - use gestures and expressions to greet others or invite others to engage in an activity; and - express preferences or choices.

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
	The student will:		
LA.5.4.3.1	- write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and		
LA.5.4.3.2	- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will select a favorite topic and write persuasive text (e.g., advertisement, poster) that shows why the topic is important.		<i>Supported:</i> The student will create a picture of a preferred item or activity and dictate a reason why that item is preferred.	<i>Participatory:</i> The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.

Grade 5: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
LA.5.5.1.1	The student will demonstrate fluent and legible cursive writing skills.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will use legible handwriting.		<i>Supported:</i> The student will write words using upper case and lower case letters, proper spacing, and sequencing.	<i>Participatory:</i> The student will use pictures, symbols, or words to communicate meaning.

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.	
The student will:			
LA.5.5.2.1	- listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; and		
LA.5.5.2.2	- make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: - listen and speak to gain and share information for a variety of purposes; and - contribute to formal group presentations and informal discussions using appropriate oral language choices for the purpose and occasion.		<i>Supported:</i> The student will: - listen and speak to gain and share information for a predetermined purpose; and - contribute to informal presentations using appropriate oral language choices for the purpose.	<i>Participatory:</i> The student will: - listen and communicate purposefully; and - use language to communicate with teachers or peers in classroom activities and routines.

Grade 5: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
LA.5.6.1.1	The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will read informational text to gather information, follow multi-step directions, organize information, perform tasks, and share information.		<i>Supported:</i> The student will use informational text to locate specific information, follow two-step directions, answer questions, and perform tasks.	<i>Participatory:</i> The student will use more than one picture or symbol paired with words to carry out tasks in daily activities.

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.	
	The student will:		
LA.5.6.2.1	- select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, currentness, objectivity) to select and use appropriate resources;		
LA.5.6.2.2	- read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information;		
LA.5.6.2.3	- write an informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement; and		
LA.5.6.2.4	- record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - select a topic for inquiry and use a predetermined search plan to select reference materials (e.g., nonfiction books, dictionaries, digital references, software) using alphabetical and numerical order to locate information; - read and record information from reference materials to answer search questions; - write a simple report with a title, main idea(s) and relevant details, and pictures or graphics; and - identify the titles of references or other sources used in searches and recognize ethical practices (e.g., noting information sources). 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - ask questions about a topic and select teacher-recommended materials (e.g., pictures, read-aloud nonfiction books); - use information from selected reference materials to answer search questions; - produce a simple report with a title and pictures with dictated phrases and sentences; and - identify the titles of references or other sources used in the search. 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - communicate interest and select an object to explore; - explore and interact or use the selected object; - communicate about the selected object using pictures, symbols, or words; and - identify objects, books or print materials that belong to others. 	

Media Literacy		Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	The student will:		
LA.5.6.3.1	- examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and		
LA.5.6.3.2	- use a variety of reliable media sources to gather information effectively and to transmit information to specific audiences.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:	
- recognize similarities and differences in the way information is presented in a variety of print and nonprint media; and - use media sources to obtain information and communicate to a specific audience.	- identify information communicated in print and nonprint media; and - use a media source to obtain information.	- respond to familiar print or nonprint materials; and - respond to basic production elements in media messages (e.g., motion, color, sound).	

Technology		Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:		
LA.5.6.4.1	- select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and		
LA.5.6.4.2	- determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:	
- use appropriate available technology to enhance communication; and - use digital tools for publishing or presenting a topic or story.	- use appropriate available technology to enhance communication; and - use digital tools to produce pictures, letters, and words to communicate meaning.	- use an appropriate available technology to enhance communication; and - use technology to communicate information or preferences.	

Grade 6

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Subject	Grade	Strand	Standard	Benchmark

Grade 6: Reading Process

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.6.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will read text with accuracy.		<i>Supported:</i> The student will read text with high frequency sight words and phonetically regular words with accuracy.	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - accurately and consistently identify pictures or symbols paired with words in stories and daily activities; and - identify pictures or symbols paired with words to indicate the next step in familiar daily activities.

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
	The student will:		
LA.6.1.6.1	- use new vocabulary that is introduced and taught directly;		
LA.6.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;		
LA.6.1.6.3	- use context clues to determine meanings of unfamiliar words;		
LA.6.1.6.4	- categorize key vocabulary and identify salient features;		
LA.6.1.6.5	- relate new vocabulary to familiar words;		
LA.6.1.6.6	- distinguish denotative and connotative meanings of words;		
LA.6.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.6.1.6.8	- identify advanced word/phrase relationships and their meanings;		
LA.6.1.6.9	- determine the correct meaning of words with multiple meanings in context;		
LA.6.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and		
LA.6.1.6.11	- identify the meaning of words and phrases derived from Greek and Roman mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).		

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Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and graphics to determine meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode complex word families (e.g., -ieve); - recognize and use prefixes (re-, un-), suffixes (-s, -es), and irregular plurals; - determine the correct meaning of a word with multiple meanings (e.g., homographs) in context; and - determine the meaning of unknown words using a dictionary and digital tools. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and illustrations to determine meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode words with common consonant blends, consonant and vowel digraphs, and r-controlled vowels; - recognize and use regular plurals, compound words, and contractions; - recognize common synonyms and antonyms; and - determine the meaning of unknown words using a picture dictionary and digital tools. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - respond to new vocabulary that is introduced and taught directly; - listen and respond to stories and informational text; - identify familiar persons, objects, and actions by name; and - select and respond to objects, pictures, or symbols paired with words in familiar classroom activities.
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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
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	The student will:
LA.6.1.7.1	- use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.6.1.7.2	- analyze the author’s purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
LA.6.1.7.3	- determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.6.1.7.4	- identify cause-and-effect relationships in text;
LA.6.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.6.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.6.1.7.7	- compare and contrast elements in multiple texts; and

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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
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	The student will:
LA.6.1.7.8	<ul style="list-style-type: none"> - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g., table of contents, headings, simple charts, maps) to make and confirm predictions of content and purpose of reading selections; - identify the author’s purpose (e.g., to inform, entertain, persuade) using key words, phrases, and graphics in text; - determine the main idea or essential message in text through identifying relevant details and facts; - identify cause and effect relationships in stories and informational text; - identify text structures (e.g., comparison/contrast, explicit cause/effect relationships, sequence of events) in narrative and informational text using strategies, including graphic organizers; - identify the theme in fiction or nonfiction selections; - identify similarities and differences in characters, actions, or settings in two texts; and - use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification. 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - use background knowledge of the subject and text features (e.g., illustrations, title) to make predictions of content of reading selections; - identify the author’s purpose (e.g., tell a story, give information, elicit feelings) in a variety of texts with graphics; - determine the main idea or essential message in text through identifying relevant details, including who, what, where, and when; - identify explicit cause and effect relationships in read-aloud stories and informational text; - identify fiction or nonfiction selections based on a theme; - identify similarities and differences in characters and settings in stories using strategies, including simple graphic organizers; and - uses strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded. 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - identify persons, objects, actions, or events in read-aloud narrative and informational text used in daily activities; - respond to pictures or symbols paired with words used to guide classroom activities; - recognize details in read-aloud stories and informational text; - use pictures or symbols paired with words to achieve cause/effect outcomes in daily classroom activities; - recognize familiar read-aloud stories with a theme (e.g., friendship); and - use a resource when necessary to clarify meaning of pictures, symbols, or words in classroom activities.
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Grade 6: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.6.2.1.1	- identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.6.2.1.2	- locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;
LA.6.2.1.3	- locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;
LA.6.2.1.4	- identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
LA.6.2.1.5	- develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
LA.6.2.1.6	- write a book report, review, or critique that compares two or more works by the same author;
LA.6.2.1.7	- locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author’s tone and advances the work’s theme;
LA.6.2.1.8	- compare language patterns and vocabulary of contemporary texts to those of historical texts;
LA.6.2.1.9	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and
LA.6.2.1.10	- use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
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Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify characteristics of various genres of literature (e.g., fiction, poetry, drama); - identify characters, setting, plot structure, and theme in works of literature; - identify literary devices (e.g., sound, descriptive language) that communicate feelings and meaning; - identify themes (e.g., bravery, friendship, caring) in fiction; - write a reflection that describes how the characters, problem/solution, or theme in a literature selection connect to life experiences; - write a brief review or report on literature that includes a description of characters, setting, plot structure (e.g., problem/solution and sequence of events), and theme; - recognize the meaning of common idioms (e.g., hands off) and figurative language (e.g., runs like a deer); - identify examples of past and present language in literature of different historical periods; - identify themes (e.g., growing up, solving problems) in fiction texts of different historical periods; and - select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify basic characteristics of various genres of literature (e.g., fiction, poetry); - identify characters, setting, events, and main problem in read-aloud works of literature; - identify literary devices (e.g., words that describe people, objects, feelings) in literature; - identify stories or drama based on a theme (e.g., bravery, friendship); - write a reflection that relates the main idea or problem/solution in a read-aloud literature selection to life experiences; - write a brief report or review of a story with illustrations that identifies characters, settings, events, or main problem; - recognize the meaning of common idioms (e.g., cross your fingers); - recognize language in familiar stories reflecting different historical periods; - identify stories of different historical periods based on a theme (e.g., growing up); and - select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify characters, objects, actions, and feelings in read-aloud literature; - recognize rhythm, sounds, and words in read-aloud poetry and stories; - recognize familiar read-aloud stories with a theme (e.g., friendship); - use pictures, symbols, or words to identify characters, objects, actions, and feelings from familiar read-aloud literature; and - select fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.
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Nonfiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:	
LA.6.2.2.1	- locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);	
LA.6.2.2.2	- use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;	
LA.6.2.2.3	- organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);	
LA.6.2.2.4	- identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and	
LA.6.2.2.5	- use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify information provided in text features (e.g., table of contents, headings, simple charts, maps); - use information from nonfiction text to answer questions related to the main idea and supporting details; - organize information to show understanding (e.g., using simple graphic organizers); - identify a variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines); and - select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify information included in text features (e.g., illustrations, title, table of contents, headings); - use information from read-aloud nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when); - organize information to show understanding (e.g., using simple graphic organizers); - identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries); and - select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - recognize pictures or symbols paired with words in informational text used to guide classroom activities; - respond purposefully to pictures or symbols paired with words used to guide classroom activities; - recognize pictures, or symbols paired with words depicting a sequence in familiar activities; and - select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

Grade 6: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.	
		The student will prewrite by:	
LA.6.3.1.1		- generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer’s notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;	
LA.6.3.1.2		- making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and	
LA.6.3.1.3		- using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).	
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will prewrite by		<i>Supported:</i> The student will prewrite by:	<i>Participatory:</i> The student will select a familiar person, object, activity, or event as the topic of communication.
<ul style="list-style-type: none"> - generating ideas through a variety of activities (e.g. brainstorming, graphic organizers, group discussions, printed materials); - identifying the purpose (e.g., inform, tell a story, entertain) and intended audience for writing; and - using graphic organizers, outlines, or charts to create a plan for writing that identifies the main idea and supporting details. 		<ul style="list-style-type: none"> - generating ideas through a variety of activities (e.g., responding to prompts, viewing pictures, listening to text, group discussion); - identifying the purpose and intended audience for writing; and - determining the main topic and details. 	

Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
		The student will draft writing by:	
LA.6.3.2.1		- developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;	
LA.6.3.2.2		- organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and	
LA.6.3.2.3		- analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.	
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will draft writing by:		<i>Supported:</i> The student will draft writing by:	<i>Participatory:</i> The student will make an initial attempt to communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.
<ul style="list-style-type: none"> - using a prewriting plan to develop the main idea and supporting details; and - organizing ideas into a logical sequence. 		<ul style="list-style-type: none"> - describing topics based on ideas developed in a plan; and - organizing the ideas according to the purpose. 	

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:		
LA.6.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;		
LA.6.3.3.2	- creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);		
LA.6.3.3.3	- creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and		
LA.6.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent.</i> The student will revise by:</p> <ul style="list-style-type: none"> - reviewing for clarity of content, organization, and word choice and use of simple and compound sentences to express ideas; - improving connections between main ideas and details and adding details needed to communicate the purpose; - changing words and adding transitional words to clarify meaning or add interest using resources and materials to select appropriate vocabulary; and - using tools and strategies (e.g., checklists, teacher review, peer review) to improve the draft. 	<p><i>Supported.</i> The student will revise by:</p> <ul style="list-style-type: none"> - reviewing draft to clarify content and use of complete sentences to express ideas; - improving the connection between main ideas and details; - adding descriptive words or details; and - using tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary). 	<p><i>Participatory.</i> The student will adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.</p>	

Editing for Language Conventions	Standard: The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:	
LA.6.3.4.1	- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;	
LA.6.3.4.2	- capitalization, including major words in titles of books, plays, movies, and television programs;	
LA.6.3.4.3	- punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;	
LA.6.3.4.4	- the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and	
LA.6.3.4.5	- consistency in verb tense in simple, compound, and complex sentences.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> - spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resource as necessary; - capitalization, including but not limited to proper nouns, the pronoun “I,” and the initial word of sentences; - end punctuation (period, question mark, exclamation point) for sentences; - singular and plural nouns; and - verb tense and complete sentences. 	<p><i>Supported:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> - left to right progression and sequencing; - spelling of words, using a word bank, dictionary, or other resource as necessary; - capitalization of proper names; the pronoun “I,” and the initial word of sentences; - end punctuation (period) in complete sentences; and - complete sentences. 	<p><i>Participatory:</i> The student will adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.</p>

Publishing		Standard: The student will write a final product for the intended audience.	
	The student will:		
LA.6.3.5.1	- prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);		
LA.6.3.5.2	- use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and		
LA.6.3.5.3	- share the writing with the intended audience.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will effectively communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.
<ul style="list-style-type: none"> - prepare writing in a format appropriate to audience and purpose; - use required spacing and margins and graphics and illustrations as needed; and - share writing with the intended audience. 		<ul style="list-style-type: none"> - prepare writing in a format appropriate to audience and purpose; - use spacing and margins as required in the final product; and - share writing with the intended audience. 	

Grade 6: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.6.4.1.1	- write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and		
LA.6.4.1.2	- write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - write narratives about events that include a main idea, descriptive details, characters, a sequence of events, and setting; and - write expressive forms (e.g., poems, skits) that include rhythm and rhyme, dialogue, and appropriate format. 		<ul style="list-style-type: none"> - write narratives about persons, objects, and events that include a main idea and characters by creating stories supported by pictures; and - contribute to group writing of poetry, rhymes, or skits. 	<ul style="list-style-type: none"> - communicate information that tells about familiar persons, objects, and events; and - recognize rhythm, sounds, and words in familiar poetry, songs, and rhymes.

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
	The student will:		
LA.6.4.2.1	- write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);		
LA.6.4.2.2	- record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;		
LA.6.4.2.3	- write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;		
LA.6.4.2.4	- write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and		
LA.6.4.2.5	- write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - write in a variety of expository forms (e.g., journal, log, newsletter article); - record information (e.g., observations, notes, lists, labels, charts) related to a topic; - write an expository paragraph that includes a topic sentence and relevant information; - compose a friendly letter, invitation, message, thank-you note, and a formal letter using a model; and - write functional text (e.g., two-step instructions, directions, recipes, labels, graphs). 		<ul style="list-style-type: none"> - write in an expository form (e.g., daily journal, log); - record information (e.g., lists, labels, observations, charts) related to a topic; - write expository text, with illustrations or graphics, that includes information about the topic; - compose invitations, messages, and thank-you notes using a model; and - produce functional text supported by pictures (e.g., two-step directions, information signs, basic recipes). 	<ul style="list-style-type: none"> - communicate information about persons or objects using pictures, symbols, or words; - communicate information about classroom activities; - use gestures and expressions to greet or invite others to engage in an activity or express appreciation; and - express preferences and choices.

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
	The student will:		
LA.6.4.3.1	- write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence;		
LA.6.4.3.2	- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, poster, message) that shows why the topic or activity is important.		<i>Supported:</i> The student will describe a favorite topic and list reasons why that topic is the favorite.	<i>Participatory:</i> The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.

Grade 6: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
LA.6.5.1.1	The student will use fluent and legible handwriting skills.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will use legible handwriting.		<i>Supported:</i> The student will write words using upper case and lower case letters, proper spacing, and sequencing.	<i>Participatory:</i> The student will use pictures, symbols, or words to communicate meaning.

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.	
	The student will:		
LA.6.5.2.1	- listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and		
LA.6.5.2.2	- deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - listen and gain information for a variety of purposes including but not limited to identifying main idea, supporting details (e.g., who, what, where, when, how, why), and sequence of events; and - give oral presentations about topics using appropriate language choices, body language, and eye contact. 		<ul style="list-style-type: none"> - listen and gain information for a variety of purposes including but not limited to determining main idea, supporting details (e.g., who, what, where, and when), and sequence of events; and - give informal oral presentations to retell stories or personal experiences using appropriate language choices and body language. 	<ul style="list-style-type: none"> - listen and gain information for different purposes (e.g., instruction in daily tasks); and - use language to communicate information in classroom activities.

Grade 6: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
	The student will:		
LA.6.6.1.1	- explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding;		
LA.6.6.1.2	- use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and		
LA.6.6.1.3	- create a technical manual or solve a problem.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will use familiar pictures, symbols, or words to complete tasks in classroom or school activities.
<ul style="list-style-type: none"> - locate information in text features (e.g., table of contents, headings, simple charts and maps, text styles, glossary); and - use sources of information (e.g., consumer, workplace, other real-world situations) to follow instructions and procedures, solve problems, and make decisions. 		<ul style="list-style-type: none"> - identify information in text features (e.g., illustrations, title, table of contents, headings); and - use easy-to-read informational materials (e.g., consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, and perform tasks. 	
Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.	
	The student will:		
LA.6.6.2.1	- select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;		
LA.6.6.2.2	- collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;		
LA.6.6.2.3	- write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and		
LA.6.6.2.4	- explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.		
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Research Process	Standard: The student uses a systematic process for the collection, processing, and presentation of information.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - select a topic for inquiry and use a predetermined search plan to select reference materials (e.g., nonfiction books, dictionaries, digital references, software); - identify information from references to answer search questions; - write a report that includes a title, main idea(s) and relevant details in an organized sequence with a closing statement, and a list of sources used; and - record simple bibliographic data and identify ethical practices for using information (e.g., not claiming ownership of others' ideas). 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - ask questions for a search on a topic and locate information in teacher-recommended digital or print references or other sources; - use information from teacher-recommended references or other sources to answer search questions; - write a simple report that includes a title, relevant details, illustrations or graphics, and a list of sources used; and - identify the titles of references or other sources used to answer search questions. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - select an object to explore and use a teacher-recommended source for information; - select pictures, symbols, or words that relate to the selected object or picture and seek assistance to clarify meaning of pictures, symbols, or words; - communicate information about the selected object or picture using pictures, symbols, or words; and - identify objects, books, and print material that belong to others.
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Media Literacy	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
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	The student will:
LA.6.6.3.1	- analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and
LA.6.6.3.2	- demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify how production elements (e.g., graphics, color, sound) enhance communication in media; and - select media to enhance communication. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - recognize production elements (e.g., color, sound, motion) used in media; and - use teacher-recommended media to communicate information. 	<p><i>Participatory:</i> The student will respond to production elements (e.g., motion, sound, color) used in media.</p>
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Technology		Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:		
LA.6.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and		
LA.6.6.4.2	- determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will: - use appropriate available technologies to enhance communication; and - use digital tools for publishing or presenting a topic or story with text and graphics.	<i>Supported.</i> The student will: - use an appropriate available technology to enhance communication; and - use digital tools to present a topic or story.	<i>Participatory.</i> The student will: - use an appropriate available technology to enhance communication; and - use a technology tool to communicate information.	

Grade 7

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Subject	Grade	Strand	Standard	Benchmark

Grade 7: Reading Process

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.7.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will read text with accuracy.		<i>Supported:</i> The student will read text with high frequency sight words and phonetically regular words with accuracy.	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities; and - identify pictures or symbols paired with words to indicate the next step in familiar daily activities.

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
	The student will:		
LA.7.1.6.1	- use new vocabulary that is introduced and taught directly;		
LA.7.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;		
LA.7.1.6.3	- use context clues to determine meanings of unfamiliar words;		
LA.7.1.6.4	- categorize key vocabulary and identify salient features;		
LA.7.1.6.5	- relate new vocabulary to familiar words;		
LA.7.1.6.6	- distinguish denotative and connotative meanings of words;		
LA.7.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.7.1.6.8	- identify advanced word/phrase relationships and their meanings;		
LA.7.1.6.9	- determine the correct meaning of words with multiple meanings in context;		
LA.7.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and		
LA.7.1.6.11	- identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Roman mythology.		
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Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and graphics to determine meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode words with special vowel spellings; - recognize and use prefixes (mis-, in-) and suffixes (-er); - determine the meaning of a word with multiple meanings (e.g., homographs) in context; and - determine the meaning of unknown words using a dictionary and digital tools. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and illustrations to determine meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode phonetically regular multi-syllabic words; - recognize common abbreviations; - recognize and use common suffixes (-s, -es); - recognize synonyms, antonyms, and homophones; and - determine the meaning of unknown words using a picture dictionary and digital tools. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - respond to new vocabulary that is introduced and taught directly; - listen and respond to stories and informational text; - identify persons, objects, and actions by name or characteristic; and - select and respond to objects, pictures, or symbols paired with words in familiar school activities.
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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
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	The student will:
LA.7.1.7.1	- use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.7.1.7.2	- analyze the author’s purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;
LA.7.1.7.3	- determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.7.1.7.4	- identify cause-and-effect relationships in text;
LA.7.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.7.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.7.1.7.7	- compare and contrast elements in multiple texts; and

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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
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	The student will:
LA.7.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g., table of contents, headings, simple charts and maps, text styles) to make and - confirm predictions of content and purpose of reading selections; - identify the author’s purpose (e.g., to inform, entertain, persuade) in a variety of texts and use the information to construct meaning; - determine the main idea or essential message in text through identifying relevant details and facts; - identify cause and effect relationships in stories and informational text; - identify text structures (e.g., comparison/contrast, explicit cause and effect relationships, sequence of events) in narrative and informational text using strategies, including graphic organizers; - identify the theme in fiction or nonfiction selections; - identify similarities and differences in characters, actions, or settings in two texts; and - use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification. 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - use background knowledge of the subject and text features (e.g., illustrations, title, table of contents) to make and confirm predictions of content of reading selections; - identify the author’s purpose (e.g., tell a story, give information, explain how to do something, elicit feelings) in texts; - determine the main idea or essential message in text through identifying relevant details and events, including but not limited to who, what, where, when, and what happened; - identify similarities and differences in characters, settings, and actions, and explicit cause/effect relationships in stories and informational text using strategies, including but not limited to simple graphic organizers; - identify fiction and nonfiction selections based on a theme (e.g., bravery, friendship); and - use strategies to repair comprehension, including but not limited to re-reading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded. 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - identify persons, objects, actions, or events in read-aloud narrative and informational text used in daily activities; - respond accurately and consistently to pictures or symbols paired with words used to guide classroom activities; - recognize details in read-aloud stories and informational text; - use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities; - recognize familiar read-aloud stories with a theme (e.g., caring); and - use resources when necessary to clarify meaning of pictures, symbols, or words in classroom activities.
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Grade 7: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.7.2.1.1	- identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.7.2.1.2	- locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
LA.7.2.1.3	- locate various literary devices (e.g., sound, meter, figurative and descriptive
LA.7.2.1.4	- identify and analyze recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
LA.7.2.1.5	- develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
LA.7.2.1.6	- compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);
LA.7.2.1.7	- locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;
LA.7.2.1.8	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
LA.7.2.1.9	- describe changes in the English language over time, and support these descriptions with examples from literary texts; and
LA.7.2.1.10	- use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
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Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify differences in characteristics of various genres of literature (e.g., fiction, poetry, drama); - identify setting, plot structure, theme, and elements of character development (e.g., dialogue, thoughts, actions) in works of literature; - identify literary devices (e.g., sound, descriptive language, line length, illustrations) in poetry; - identify themes (e.g., bravery, friendship, caring) in fiction, poetry, or drama; - write a reflection that describes how the literature selection connects to life experiences and impacts the reader; - write a review or brief report on two works of literature that identifies similarities and differences in theme or plot structure; - identify literary devices (e.g., sound, descriptive language) in drama and stories; - identify information about the historical time periods reflected in literary works; - identify differences in vocabulary and language of contemporary and historical texts; and - select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify basic characteristics of various genres of literature (e.g., fiction, poetry); - identify characters, setting, events, and main problem and solution in read-aloud literature; - identify literary devices (e.g., words that describe people, objects, feelings) in poetry, drama, and stories; - identify fiction stories, poetry, or drama based on a theme (e.g., bravery, friendship); - write a reflection for a literature selection that describes how the story connects to life experiences; - write a brief report on a literature selection that identifies similarities and differences in characters, settings, and actions; - recognize the meaning of common idioms (e.g., green thumb) and figurative language (e.g., pretty as a picture) in literature; - identify information about characters, settings, and events reflected in historical stories; - identify differences in vocabulary used in historical stories; and - select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - use pictures, symbols, or words to identify characters, objects, and actions in read-aloud literature (e.g., fiction, poetry); - recognize rhythm, sounds and words in read-aloud poetry, songs, and stories; - recognize familiar read-aloud stories, poems, or drama with a theme (e.g., friendship); - recognize words that describe people, objects, and actions in read-aloud literature; and - select fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.
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Nonfiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:	
LA.7.2.2.1	- locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);	
LA.7.2.2.2	- use information from the text to state the main idea and/or provide relevant details;	
LA.7.2.2.3	- organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);	
LA.7.2.2.4	- identify the characteristics of a variety of types of text and how they are alike and different (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and	
LA.7.2.2.5	- use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - locate information in text features (e.g., table of contents, headings, simple charts and maps, text styles, glossary); - use information from nonfiction text to identify the main idea and supporting details; - organize information to show understanding (e.g., using graphic organizers, guided retelling); - identify a variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines, instructions); and - select a variety of nonfiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify information in text features (e.g., illustrations, title, table of contents, headings); - use information from read-aloud nonfiction text to identify the main idea and supporting details (e.g., who, what, where, when, what happened); - organize information to show understanding (e.g., using simple graphic organizers); - identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries, magazines); and - select a variety of nonfiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - recognize persons, objects, and actions in read-aloud informational text; - respond purposefully to pictures or symbols paired with words used to guide classroom activities; - recognize pictures or symbols paired with words depicting a sequence in familiar activities; and - select nonfiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

Grade 7: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.7.3.1.1	- generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer’s notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;		
LA.7.3.1.2	- making a plan for writing that addresses purpose, audience, main idea, and logical sequence; and		
LA.7.3.1.3	- using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will prewrite by:	<i>Supported:</i> The student will prewrite by:	<i>Participatory:</i> The student will select a person, object, activity, or event as the topic of communication.	
<ul style="list-style-type: none"> - generating ideas through a variety of activities (e.g., brainstorming, graphic organizers, group discussions, reviewing printed material); - identifying the purpose (e.g., inform, entertain, persuade, explain) and intended audience for the writing; and - using graphic organizers, charts and outlines to organize main ideas and relevant supporting details into a logical sequence. 	<ul style="list-style-type: none"> - generating ideas through a variety of activities (e.g., responding to prompts, viewing pictures, reading text, group discussion) to plan for writing; - identifying the purpose and the intended audience for writing; and - using graphic organizers to arrange main ideas and details in a logical sequence. 		

Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:		
LA.7.3.2.1	- developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;		
LA.7.3.2.2	- organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and		
LA.7.3.2.3	- analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of language techniques to reinforce voice.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will draft writing by:	<i>Supported:</i> The student will draft writing by:	<i>Participatory:</i> The student will make an initial attempt to communicate information about familiar persons, objects, activities, and events using pictures, symbols, or words.	
<ul style="list-style-type: none"> - using a prewriting plan to develop main ideas and supporting details; and - organizing writing in a clear and logical sequence. 	<ul style="list-style-type: none"> - using a prewriting plan to develop ideas related to the topic; and - organizing writing in a logical sequence according to purpose. 		

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:		
LA.7.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;		
LA.7.3.3.2	- creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas;		
LA.7.3.3.3	- creating precision and interest by using a variety of sentence structures (including the use of participles and participial phrases at the beginning and end of sentences), creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and		
LA.7.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent.</i> The student will revise by:</p> <ul style="list-style-type: none"> - reviewing for clarity of content, focus, organization, and word choice and use of simple and compound sentences to express ideas; - improving connections between main ideas and details and modifying details to communicate the purpose; - changing words and sentences to clarify the meaning or add interest using resources and reference materials to select more precise vocabulary; and - using tools and strategies (e.g., checklists, rubrics, teacher or peer review) to improve the writing. 	<p><i>Supported.</i> The student will revise by:</p> <ul style="list-style-type: none"> - reviewing the draft for clarity of content and organization and use of complete sentences to express ideas; - clarifying connections between main idea and details with prompting; - adding descriptive words or details; and - using tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary). 	<p><i>Participatory.</i> The student will adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.</p>	

Editing for Language Conventions	Standard: The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:	
LA.7.3.4.1	- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;	
LA.7.3.4.2	- capitalization, including regional names (e.g., East Coast), historical events and documents;	
LA.7.3.4.3	- punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives;	
LA.7.3.4.4	- the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and	
LA.7.3.4.5	- consistency in verb tense in simple, compound, and complex sentences.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> - spelling of high frequency and phonetically regular words, using a dictionary or other resource as necessary; - capitalization, including proper nouns, the pronoun "I," days of the week, months of the year, and initial word of sentences; - commas in dates and end punctuation for sentences; and - verb tense and complete sentences. 	<p><i>Supported:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> - left to right progression and sequencing; - spelling of common phonetically regular words (e.g., CVC, CVCe) and high frequency words, using a word bank, dictionary, or other resource as necessary; - capitalization, including proper nouns, the pronoun "I," and the initial word of sentences; - end punctuation (period) for sentences; and - complete sentences. 	<p><i>Participatory:</i> The student will adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.</p>

Publishing		Standard: The student will write a final product for the intended audience.	
	The student will:		
LA.7.3.5.1	- prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);		
LA.7.3.5.2	- use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and		
LA.7.3.5.3	- share the writing with the intended audience.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will effectively communicate information about familiar persons, objects, activities, or events, using pictures, symbols, or words.
<ul style="list-style-type: none"> - prepare writing in a format appropriate to audience and purpose; - use required spacing and margins and graphics and illustrations as needed; and - share writing with the intended audience. 		<ul style="list-style-type: none"> - prepare writing appropriate to the purpose; - use required spacing and graphics or illustrations as needed; and - share writing with the intended audience. 	

Grade 7: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.7.4.1.1	- write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and		
LA.7.4.1.2	- write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - write narratives about events or experiences that include a main idea, descriptive details, characters, sequence of events, setting, and plot; and - produce expressive forms (e.g., poems, skits, songs) that include rhythm and rhyme, dialogue, appropriate format, and figurative language. 		<ul style="list-style-type: none"> - write narratives about events or experiences that include a main idea, characters, and sequence of events; and - contribute to group writing of expressive forms (e.g., poems, skits) using predictable patterns of rhythm and rhyme and dialogue. 	<ul style="list-style-type: none"> - communicate information that tells about familiar persons, objects, and events; and - recognize rhythm, sounds, and words in familiar poetry, dialogue, songs, and rhymes.

Informative		Standard: The student develops and demonstrates expository writing that provides information related to real-world tasks.	
	The student will:		
LA.7.4.2.1	- Write in a variety of technical/informational forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);		
LA.7.4.2.2	- record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;		
LA.7.4.2.3	- write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;		
LA.7.4.2.4	- write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and		
LA.7.4.2.5	- write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - write in a variety of expository forms (e.g., journal, log, article, brief report); - record information (e.g., observations, notes, lists, labels, charts, graphs) related to a topic; - write an expository paragraph that includes a topic sentence, supporting details, and relevant information; - compose a friendly letter, message, invitation, and thank-you note and write a formal letter using a model; and - write functional text (e.g., three-step instructions or directions, recipes, labels, posters, graphs). 		<ul style="list-style-type: none"> - write in a variety of expository forms (e.g., daily journal, log, summary); - record information (e.g., lists, labels, charts) related to a topic; - write expository text that includes a topic sentence and relevant information about the topic; - compose invitations, messages, and thank-you notes using a model; and - write functional text (e.g., two-step directions, basic recipes, informational posters). 	<ul style="list-style-type: none"> - communicate information about the persons, objects, or activities using pictures, symbols, or words; - communicate information about classroom activities; - use gestures and expressions to greet or invite others to engage in an activity or communicate appreciation; and - express preferences and choices.

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
	The student will:		
LA.7.4.3.1	- write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence; and		
LA.7.4.3.2	- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student select a favorite topic or activity and write persuasive text (e.g., advertisement, message, paragraph) that shows why the topic or activity is important.		<i>Supported:</i> The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.	<i>Participatory:</i> The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.

Grade 7: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
LA.7.5.1.1	The student will use fluent and legible handwriting skills.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will use legible handwriting.		<i>Supported:</i> The student will write words and sentences with proper spacing and sequencing.	<i>Participatory:</i> The student will use pictures, symbols, or words to communicate meaning.

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.	
	The student will:		
LA.7.5.2.1	- use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;		
LA.7.5.2.2	- analyze persuasive techniques in both formal and informal speech; and		
LA.7.5.2.3	- organize and effectively deliver speeches to entertain, inform and persuade, demonstrating appropriate language choices, body language, eye contact, gestures, and the use of supporting graphics and technology.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: <ul style="list-style-type: none"> - use effective listening strategies for informal discussions, including but not limited to responsive listening, staying on topic, and respecting the viewpoints of others; - identify examples of persuasive techniques (e.g., word choice, emotional appeal, appeal to authority); and - give brief speeches to inform using appropriate language choices, eye contact, and body language. 	<i>Supported:</i> The student will: <ul style="list-style-type: none"> - use effective listening strategies for informal discussions, including but not limited to paying attention, asking questions, making relevant comments, and respecting others; - identify examples of persuasive techniques (e.g., emotional appeal, appeal to authority); and - give informal oral presentations about topics or experiences using appropriate language choices and body language. 	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - listen and respond to verbal messages from familiar speakers; - respond purposefully to persuasive communication from a familiar person; and - use language to express information or preferences in a variety of activities. 	

Grade 7: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
	The student will:		
LA.7.6.1.1	- explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding;		
LA.7.6.1.2	- use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and		
LA.7.6.1.3	- create a technical manual or solve a problem.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will use familiar pictures, symbols, or words to complete tasks in classroom or school activities.
<ul style="list-style-type: none"> - locate information in text features (e.g., table of contents, headings, simple charts and maps, text styles, glossary); and - use sources of information (e.g., consumer, workplace, other real-world situations) to follow instructions and procedures, solve problems, and make decisions. 		<ul style="list-style-type: none"> - identify information in text features (e.g., illustrations, title, table of contents, headings); and - use easy-to-read informational materials (e.g., consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, and perform tasks. 	

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.	
	The student will:		
LA.7.6.2.1	- select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;		
LA.7.6.2.2	- assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;		
LA.7.6.2.3	- write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and		
LA.7.6.2.4	- understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.		
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Research Process	Standard: The student uses a systematic process for the collection, processing, and presentation of information.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify a topic for inquiry and use a predetermined search plan and evaluative criteria (e.g., relevance, special features) to select references and other resources; - locate and use information and determine whether content in informational materials is accurate by matching to a reliable source; - write a report that includes a title, main idea(s) and relevant details in an organized sequence, a closing statement, and a list of sources used; and - record simple bibliographic data and identify ethical practices for using information (e.g., not claiming ownership of others' ideas). 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - select a topic and use a predetermined search plan to locate information in teacher-recommended digital or print references or other sources; - use references or other sources to identify relevant information to answer search questions; - write a simple report supported by relevant illustrations and graphics with a title, and a list of sources used; and - record the titles of references or other sources used to answer search questions and identify ethical practices for using information (e.g., not copying from another student). 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - select a person, object, or activity to learn about and use a teacher-recommended source for information; - obtain information about the selected person, object, or activity and seek assistance to clarify meaning of pictures, symbols, or words; - communicate information about the selected person or object using pictures, symbols, or words; and - identify objects, books, and print materials that belong to others.
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Media Literacy	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
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	The student will:
LA.7.6.3.1	- analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
LA.7.6.3.2	- demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and
LA.7.6.3.3	- distinguish between propaganda and ethical reasoning strategies in print and nonprint media.

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify how production elements (e.g., graphics, color, sound) are used to enhance communication in media; - select and use media to enhance communication; and - recognize persuasive techniques (e.g., word choice, emotional appeal, appeal to authority) in text. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - recognize production elements (e.g., motion, sound, color) used in media; - use media to enhance communication; and - recognize examples of basic persuasive techniques (e.g., emotional appeal, appeal to authority). 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - respond to production elements (e.g., sound, color, motion) used in media; and - use media to obtain information.
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Technology	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:	
LA.7.6.4.1	- select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and	
LA.7.6.4.2	- evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent.</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory.</i> The student will:
- use appropriate available technologies to enhance communication; and - use digital tools and media to present a topic or story.	- use appropriate available technologies to enhance communication; and - use digital tools and media to present a topic or story.	- use an appropriate available technology to enhance communication; and - use a technology tool to communicate information in various settings.

Grade 8

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Subject	Grade	Strand	Standard	Benchmark

Grade 8: Reading Process

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.
LA.8.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will: <ul style="list-style-type: none"> - read text with accuracy; and - adjust reading rate based on difficulty. 		<i>Supported:</i> The student will read text with accuracy.
		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - accurately and consistently identify pictures or symbols paired with words in stories and daily activities; and - identify pictures or symbols to indicate the next step in a familiar activity.

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
	The student will:	
LA.8.1.6.1	- use new vocabulary that is introduced and taught directly;	
LA.8.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;	
LA.8.1.6.3	- use context clues to determine meanings of unfamiliar words;	
LA.8.1.6.4	- categorize key vocabulary and identify salient features;	
LA.8.1.6.5	- relate new vocabulary to familiar words;	
LA.8.1.6.6	- distinguish denotative and connotative meanings of words;	
LA.8.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;	
LA.8.1.6.8	- identify advanced word/phrase relationships and their meanings;	
LA.8.1.6.9	- determine the correct meaning of words with multiple meanings in context;	
LA.8.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and	
LA.8.1.6.11	- identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Roman mythology.	
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Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and graphics to determine the meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode unknown words; - recognize and use prefixes, suffixes, and root words; - identify word relationships (e.g., common analogies) and their meaning; - determine the meaning of a word with multiple meanings (e.g., homographs) in text; and - determine the meaning of unknown words using a dictionary and digital tools. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and graphics to determine the meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode words with diphthongs; - recognize and use common suffixes (-ed, -ing); - determine the meaning of a word with multiple meanings (e.g., homographs) in text; and - determine the meaning of unknown words using a dictionary and digital tools. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify new vocabulary that is introduced and taught directly; - listen and respond to stories and informational text; - identify persons, objects, and actions by name or characteristic; and - select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.
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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
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	The student will:
LA.8.1.7.1	- use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.8.1.7.2	- analyze the author’s purpose and/or perspective in a variety of texts and understand how they affect meaning;
LA.8.1.7.3	- determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.8.1.7.4	- identify cause-and-effect relationships in text;
LA.8.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.8.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
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	The student will:
LA.8.1.7.7	- compare and contrast elements in multiple texts (e.g., setting, characters, problems); and
LA.8.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary) to make and confirm predictions of content and purpose of reading selections; - identify the author’s purpose (e.g., to inform, entertain, persuade) in a variety of text formats (e.g., stories, letters, reports) and use the information to construct meaning; - determine the main idea or essential message in text through guided retelling and identifying relevant details and facts; - identify cause and effect relationships in stories and informational text; - identify text structures (e.g., comparison/contrast, cause/effect relationships, chronological order) in narrative and informational text using strategies, including graphic organizers; - identify a theme shared by two or more fiction and nonfiction selections; - identify similarities and differences in characters, actions, or settings in two texts; and - use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use background knowledge of the subject and text features (e.g., title, illustrations, graphics, table of contents, headings) to make and confirm predictions of content of reading selections; - identify the author’s purpose (e.g., to inform, entertain, persuade) using key words, phrases, and graphics in a variety of reading selections; - determine the main idea or essential message in text through identifying the topic, relevant details, and facts, including but not limited to who, what, where, when, how, and what happened; - identify explicit cause/effect relationships in stories and informational text; - identify similarities and differences and the sequence of events in stories and informational text using strategies, including graphic organizers; - recognize a theme shared by two fiction or nonfiction selections; and - use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify persons, objects, actions, and settings in read-aloud narrative and informational text; - respond accurately and consistently to pictures or symbols paired with words on charts used to guide school activities; - recognize details and what happened in read-aloud stories and informational text; - use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities; - recognize familiar read-aloud stories with a theme (e.g., caring); and - use resources when necessary to clarify meaning of pictures, symbols, or words in classroom activities.
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Grade 8: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.8.2.1.1	- identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;
LA.8.2.1.2	- locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
LA.8.2.1.3	- locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;
LA.8.2.1.4	- identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
LA.8.2.1.5	- develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
LA.8.2.1.6	- compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;
LA.8.2.1.7	- locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;
LA.8.2.1.8	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
LA.8.2.1.9	- describe changes in the English language over time, and support these descriptions with examples of literary texts; and
LA.8.2.1.10	- use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
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Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - identify similarities and differences in characteristics of various genres of literature (e.g., fiction, poetry, drama); - identify story elements (e.g., character, setting, plot, problem/solution, tone) in stories and drama; - identify examples of literary devices (e.g., sound, figurative language, illustrations, fonts, word placement) that convey meaning in poetry; - identify a common theme in more than one literary genre; - describe how a literature selection connects to life experiences and impacts the reader based on support from the text or personal experiences; - identify similarities and differences in characteristics of two literature selections or a common theme in more than one literary genre; - identify examples of literary devices (e.g., expression, tone) in literature; - identify information about the historical time periods reflected in literary works; - distinguish differences in vocabulary and language used in contemporary and historical texts; and - select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - identify basic characteristics of various genres of literature (e.g., fiction, poetry, drama); - identify basic story elements (character, setting, problem/solution) in fiction; - identify examples of literary devices (e.g., rhyme, rhythm, descriptive language) in poetry; - identify a common theme in more than one literary work; - describe how the characters, problem/solution, or theme in a literature selection connect to life experiences; - identify a common theme in more than one literary work; - identify common literary devices (e.g., point of view, figurative language, idioms) in stories; - identify information about characters, settings, and events reflected in historical stories; - identify differences in vocabulary used in historical and contemporary stories; and - select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - recognize characters, objects, and actions in read-aloud literature from various genres (e.g., fiction, poetry, drama); - recognize words that describe people, objects, and actions in read-aloud literature; - recognize familiar read-aloud stories, poems, or drama with a theme (e.g., bravery); - use pictures, symbols, and words to describe characters, objects, actions, and settings in familiar read-aloud literature; and - select fiction materials to listen to, based on interest and recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture.
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Nonfiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:		
LA.8.2.2.1	- locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);		
LA.8.2.2.2	- synthesize and use information from the text to state the main idea or provide relevant details;		
LA.8.2.2.3	- organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);		
LA.8.2.2.4	- identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and		
LA.8.2.2.5	- use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary); - use information from nonfiction text to identify the main idea and supporting details; - organize information to show understanding (e.g., using graphic organizers, guided retelling); - identify basic characteristics of variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams); and - select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 		<ul style="list-style-type: none"> - identify information in text features (e.g., title, illustrations and graphics, table of contents, headings); - use information from read-aloud nonfiction text to identify the main idea and supporting details (e.g., who, what, where, when, how, what happened); - organize information to show understanding (e.g., using simple graphic organizers); - identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries, magazines, newspapers); and - select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<ul style="list-style-type: none"> - recognize persons, objects, and actions in read-aloud informational text; - respond purposefully to pictures or symbols paired with words used to guide classroom and school activities; - recognize pictures or symbols paired with words depicting a sequence in familiar activities; and - select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

Grade 8: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
	The student will prewrite by:	
LA.8.3.1.1	- generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer’s notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;	
LA.8.3.1.2	- making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion; and	
LA.8.3.1.3	- using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will prewrite by :	<i>Supported:</i> The student will prewrite by:	<i>Participatory:</i> The student will select information about familiar persons objects, activities, or events as the topic of communication.
<ul style="list-style-type: none"> - generating ideas through a variety of sources (e.g., prior knowledge, discussions, printed material, lists, graphic organizers); - identifying the purpose (e.g., inform, entertain, persuade, explain), intended audience, and central idea appropriate for the type of writing; and - using graphic organizers, charts and outlines to arrange main ideas and relevant supporting details into a logical sequence. 	<ul style="list-style-type: none"> - generating ideas through a variety of sources (e.g., brainstorming, graphic organizers, group discussions, printed materials) to plan for writing; - identifying the purpose (e.g., inform, entertain) and intended audience for the writing; and - using a graphic organizer to arrange main ideas and supporting details in a logical sequence. 	

Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:		
LA.8.3.2.1	- developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;		
LA.8.3.2.2	- establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and		
LA.8.3.2.3	- analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will draft writing by: <ul style="list-style-type: none"> - using a prewriting plan to develop central idea and related main ideas and supporting details; and - organizing plan into a logical sequence that fits the purpose of the writing. 	<i>Supported:</i> The student will draft writing by: <ul style="list-style-type: none"> - using a prewriting plan to develop the main idea and supporting details; and - organizing writing into a logical sequence according to the purpose. 	<i>Participatory:</i> The student will make an initial attempt to communicate information about familiar persons, objects, activities and events using pictures, symbols, or words.	

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:		
LA.8.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;		
LA.8.3.3.2	- creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;		
LA.8.3.3.3	- creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and		
LA.8.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent.</i> The student will revise by:</p> <ul style="list-style-type: none"> - reviewing for content, focus, organization, and word choice, and use of simple and compound sentences to express ideas; - improving connections between main ideas and details and modifying details to communicate the purpose; - rearranging or changing words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary; and - using tools and strategies (e.g., checklists, rubrics, dictionary, teacher review, peer review) to improve writing. 	<p><i>Supported.</i> The student will revise by:</p> <ul style="list-style-type: none"> - reviewing the draft for clarity of content, organization, or word choice, and use of complete sentences to express ideas; - improving connections between main idea and details with prompting; - adding descriptive words or details; and - using tools, strategies, and resources to improve the draft (e.g., teacher review, peer review, dictionary). 	<p><i>Participatory.</i> The student will adjust information communicated about familiar persons, objects, activities, or events when necessary by changing or rearranging pictures, symbols, or words.</p>	

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.
	The student will edit for correct use of:	
LA.8.3.4.1	- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;	
LA.8.3.4.2	- capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant);	
LA.8.3.4.3	- punctuation, including commas, colons, semicolons, quotation marks, and apostrophes;	
LA.8.3.4.4	- the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and	
LA.8.3.4.5	- subject/verb agreement, noun/pronoun agreement.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> - spelling of high frequency words, phonetically regular words using spelling rules and orthographic patterns, and unknown words verified with a dictionary or other resource; - capitalization, including proper nouns, the pronoun "I," days of the week and months of the year, and initial word of sentences; - end punctuation, quotation marks in dialogue, and commas in dates; - singular and plural nouns; and - verb tense and complete sentences. 	<p><i>Supported:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> - spelling of phonetically regular and high frequency words, using a word bank, dictionary, or other resource as necessary; - capitalization, including proper nouns, the pronoun "I," initial word of sentences, and days of the week; - end punctuation (period and question mark) for sentences; - singular and plural nouns; and - complete sentences. 	<p><i>Participatory:</i> The student will adjust information communicated about familiar persons, objects, activities, or events when necessary by selecting different pictures, symbols, or words.</p>

Publishing		Standard: The student will write a final product for the intended audience.	
	The student will:		
LA.8.3.5.1	- prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);		
LA.8.3.5.2	- use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and		
LA.8.3.5.3	- share the writing with the intended audience.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will effectively communicate information about familiar persons, objects, activities, or events using pictures, symbols, or words.
<ul style="list-style-type: none"> - prepare writing appropriate for the audience and purpose; - use margins and spacing to indicate paragraphs and other key features of text and graphics or illustrations as needed to enhance writing; and - share writing with the intended audience. 		<ul style="list-style-type: none"> - prepare writing appropriate to the purpose; - use required spacing and margins and graphics or illustrations to support written text; and - share writing with the intended audience. 	

Grade 8: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.8.4.1.1	- write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and		
LA.8.4.1.2	- write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - write narratives about events or experiences that include a main idea, descriptive details, characters, sequence of events, and plot; and - write expressive forms (e.g., poems, skits, songs) that include rhythm and rhyme, dialogue, appropriate format, and figurative language. 		<ul style="list-style-type: none"> - write narratives about events that include a main idea, descriptive details, characters, and a sequence of events; and - write expressive forms (e.g., poems and skits) that include rhythm and rhyme, or dialogue using a guided format. 	<ul style="list-style-type: none"> - communicate information that tells about persons, objects, and activities; and - recognize rhythm, sounds, and words in familiar poetry, dialogue, songs, and rhymes.

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.
	The student will:	
LA.8.4.2.1	- write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);	
LA.8.4.2.2	- record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;	
LA.8.4.2.3	- write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;	
LA.8.4.2.4	- write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and	
LA.8.4.2.5	- write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - write in a variety of expository forms (e.g., journal, log, summary); - record information (e.g., lists, map labels, charts, graphs, legends) related to a topic; - write expository paragraph that includes a topic sentence, supporting details and relevant information; - compose a friendly letter that includes a heading, salutation, body, closing, and signature, and write a formal letter using a model; and - write functional text (e.g., three-step instructions or directions, recipes, labels, posters, graphs/tables). 	<ul style="list-style-type: none"> - write in a variety of expository forms (e.g., daily journal, log, summary); - record information (e.g., lists, map labels, charts) related to a topic; - write expository text that includes a topic sentence and relevant information about the topic; - compose informal invitations, friendly messages and thank-you notes using a model; and - write functional text (e.g., two-step directions, labels, basic recipes, informational posters). 	<ul style="list-style-type: none"> - communicate information about persons, objects, activities, or events using pictures, symbols, or words; - communicate information about classroom activities; - communicate greetings and invitations to others to engage in an activities; and communicate appreciation; and - express preferences and choices.

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
	The student will:		
LA.8.4.3.1	- write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; and		
LA.8.4.3.2	- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, message, paragraph) that shows why the topic or activity is important.		<i>Supported.</i> The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, poster) that shows why the topic or activity is important.	<i>Participatory.</i> The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.

Grade 8: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
LA.8.5.1.1	The student will use fluent and legible handwriting skills.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will use legible handwriting.		<i>Supported.</i> The student will write words and sentences with proper spacing and sequencing.	<i>Participatory.</i> The student will use pictures, symbols, or words to communicate meaning.

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.	
	The student will:		
LA.8.5.2.1	- demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;		
LA.8.5.2.2	- use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;		
LA.8.5.2.3	- select and use a variety of creative oral language techniques for clarity and effect (e.g., connotation, denotation, hyperbole, understatement);		
LA.8.5.2.4	- research, organize, and effectively deliver speeches to entertain, inform, and persuade; and		
LA.8.5.2.5	- demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology.		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use effective listening skills and behaviors for a variety of purposes and demonstrate understanding through guided retelling and summarizing; - use effective listening and speaking strategies for informal discussions, including but not limited to listening responsively, staying on topic, and respecting the viewpoints of others; - manipulate oral language for clarity by adding or deleting words to express the same thought or idea; - gather information and give brief speeches; and - use appropriate language choices, eye contact, body language, and gestures when presenting. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use effective listening skills and behaviors for a variety of purposes and use guided retelling to identify the topic and supporting details; - listen attentively, ask questions, and make relevant comments about the content in informal discussions and conversations; - choose words and phrases to orally express a message for a specified purpose; - give informal oral presentations about a topic; and - use appropriate language choices, body language, and eye contact when presenting. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - listen and respond to verbal messages from a variety of speakers; and - communicate information or preferences and respond purposefully in a variety of situations. 	

Grade 8: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
	The student will:		
LA.8.6.1.1	- explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding;		
LA.8.6.1.2	- use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and		
LA.8.6.1.3	- create a technical manual or solve a problem.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will use familiar pictures, symbols, or words to complete consumer or other real-world tasks.
<ul style="list-style-type: none"> - locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary); and - identify and use multiple sources of information (e.g., consumer, workplace, other real-world situations) to carry out procedures, solve problems, and make decisions. 		<ul style="list-style-type: none"> - identify information in text features (e.g., title, illustrations and graphics, table of contents, headings); and - use easy-to-read informational materials (e.g., consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, make decisions, and perform tasks. 	

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.	
	The student will:		
LA.8.6.2.1	- select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;		
LA.8.6.2.2	- assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;		
LA.8.6.2.3	- write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and		
LA.8.6.2.4	- understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.		

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Research Process	Standard: The student uses a systematic process for the collection, processing, and presentation of information.
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Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - select a topic, adapt a predetermined search plan and use evaluative criteria (e.g., relevance, special features) to locate information in references and other resources; - record and organize information by topic using multiple sources (e.g., digital and print texts, maps, charts, graphs, photographs) and check factual information in reference materials; - write a report that includes main idea (s) and relevant details in an organized sequence, a concluding statement, and a list of sources used; and - record bibliographic data using a template and identify ethical practices for using information (e.g., knowing the difference between copying material from a text, using own words). 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - select a topic and use a predetermined search plan to locate information in teacher-recommended digital or print references or other sources; - read and record information from references or other sources to answer search questions; - write a simple report that includes a title, main idea and details, relevant illustrations and graphics, a closing statement, and a list of sources used; and - record the titles of references or other sources used to answer search questions and identify ethical practices for using information (e.g., not copying from another student). 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - select a person or object to learn about and use a teacher-recommended source for information; - obtain information about a selected person or object and seek assistance to clarify meaning of pictures, symbols, or words; - communicate information about persons, objects, activities, or events using pictures, symbols, or words; and - identify objects, books or print material that belong to others.

Media Literacy	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
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	The student will:
LA.8.6.3.1	- analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
LA.8.6.3.2	- demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and
LA.8.6.3.3	- distinguish between propaganda and ethical reasoning strategies in print and nonprint media.

Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - identify how production elements (e.g., graphics, color, sound) are used to enhance communication in media; - use media with graphics, sound, or color to communicate information on a topic; and - identify persuasive techniques (e.g., word choice, emotional appeal, appeal to authority) in text. 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - recognize production elements of color, sound, and motion used in media; - use media with sound or color to complete tasks; and - identify examples of basic persuasive techniques (e.g., emotional appeal, appeal to authority). 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - respond to production elements of motion, sound, and color used in media; and - use media to obtain information.

Technology		Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:		
LA.8.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and		
LA.8.6.4.2	- evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory.</i> The student will:	
- use appropriate available technologies to enhance communication; and - select and use technology tools to publish and present information on a topic.	- use appropriate available technologies to enhance communication; and - use technology tools to present a topic or story with text and graphics.	- use appropriate available technologies to enhance communication; and - use a technology tool to communicate information to a familiar person in various settings.	

Grades 9–10

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Subject	Grades	Strand	Standard	Benchmark

Grades 9–10: Reading Process

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.910.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: <ul style="list-style-type: none"> - read text with accuracy; and - adjust reading rate based on purpose (e.g., for pleasure, information, and task completion) and difficulty. 		<i>Supported:</i> The student will read text with accuracy	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - accurately and consistently identify pictures or symbols paired with words in stories and school activities; and - identify pictures or symbols paired with words to indicate the next step in a familiar school activity.

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
	The student will:		
LA.910.1.6.1	- use new vocabulary that is introduced and taught directly;		
LA.910.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;		
LA.910.1.6.3	- use context clues to determine meanings of unfamiliar words;		
LA.910.1.6.4	- categorize key vocabulary and identify salient features;		
LA.910.1.6.5	- relate new vocabulary to familiar words;		
LA.910.1.6.6	- distinguish denotative and connotative meanings of words;		
LA.910.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.910.1.6.8	- identify advanced word/phrase relationships and their meanings;		
LA.910.1.6.9	- determine the correct meaning of words with multiple meanings in context;		
LA.910.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and		
LA.910.1.6.11	- identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).		

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Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
Continued from previous page		
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and graphics to determine meanings of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode unknown words; - recognize and use prefixes, suffixes, and root words; - identify word relationships (e.g., common analogies) and their meaning; - determine the meaning of a word with multiple meanings (e.g., homographs) in text; - determine the meaning of unknown words using a dictionary and digital tools; and - identify common words and phrases from other languages. relate new vocabulary to familiar words; - use phonics skills to decode unknown words; - recognize and use prefixes, suffixes, and root words; - identify word relationships (e.g., common analogies) and their meaning; - determine the meaning of a word with multiple meanings (e.g., homographs) in text; - determine the meaning of unknown words using a dictionary and digital tools; and - identify common words and phrases from other languages. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and graphics to determine meanings of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode multi-syllabic words; - recognize and use common prefixes (re- and un-) and suffixes (-er); - determine the meaning of a word with multiple meanings (e.g., homographs) in text; and - determine the meaning of unknown words using a dictionary and digital tools. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify new vocabulary that is introduced and taught directly; - listen and respond to stories and informational text; - identify persons, objects, and actions by name or characteristic; and - select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.

Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
	The student will:
LA.910.1.7.1	- use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.910.1.7.2	- analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning;
LA.910.1.7.3	- determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.910.1.7.4	- identify cause-and-effect relationships in text;
LA.910.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.910.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.910.1.7.7	- compare and contrast elements in multiple texts; and
LA.910.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.	
Continued from previous page		
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use background knowledge of the subject, guided previewing strategies, graphic representations, and text - features to make and confirm predictions of content and purpose of reading selections; - identify the author's purpose (e.g., to inform, entertain, persuade) and point of view (e.g., first person) in text and use the information to construct meaning; - determine the main idea or essential message in text through retelling, guided summarizing, and identifying relevant details and facts; - identify cause and effect relationships in stories and informational text; - identify a variety of text structures (e.g., comparison/contrast, cause/effect relationships, chronological order, lists) using strategies, including graphic organizers and structured note-making, and describe how they impact meaning in text; - identify the theme in fiction or nonfiction selections; - identify similarities and differences in characters, actions, or settings or main idea and details in two texts; and - use strategies to repair comprehension, including but not limited to rereading, checking context clues, structured note-making, using graphic organizers, questioning, and requesting assistance for clarification. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use background knowledge of the subject and text features (e.g., title, illustrations, graphics, table of contents, headings, various text styles, simple charts and maps, glossary) to make and confirm predictions of content and reading selections; - identify the author's purpose (e.g., inform, entertain, persuade) using key words, phrases, and graphics in a variety of reading selections; - determine the main idea or essential message in text through guided retelling and identifying the topic and supporting details; - identify explicit cause/effect relationships in stories and informational text; - identify fiction or nonfiction selections based on a theme (e.g., bravery, friendship); - identify similarities and differences and sequence of events in stories and informational text using strategies, including graphic organizers; and - use strategies to repair comprehension, including but not limited to rereading, context clues, predicting, using graphic organizers, and checking own understanding when reminded. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify persons, objects, settings, and events in read-aloud narrative and informational text; - make purposeful responses to pictures or symbols paired with words in school settings; - recognize details and what happened in read-aloud stories and informational text; - use pictures or symbols paired with words to achieve desired cause/effect outcomes in school activities; and - use resources when necessary to clarify meaning of pictures, symbols, or words in school activities.

Grades 9–10: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.910.2.1.1	- analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
LA.910.2.1.2	- analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
LA.910.2.1.3	- explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
LA.910.2.1.4	- identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
LA.910.2.1.5	- analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
LA.910.2.1.6	- create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;
LA.910.2.1.7	- analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;
LA.910.2.1.8	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
LA.910.2.1.9	- identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
LA.910.2.1.10	- select a variety of age and ability appropriate fiction materials to read based on knowledge of authors' styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
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Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - describe distinguishing features of works of various genres of literature (e.g., fiction, poetry, drama); - identify literary elements (e.g., character development, setting, plot structures, theme, word choice) in a variety of literary works; - describe how literary devices (e.g., sound, figurative language, graphics) convey mood and meaning in poetry; - identify a common theme in more than one literary genre; - describe the literary elements (e.g., character development, setting, plot structure, theme, word choice) in a literature selection; - describe how literary elements and a literary device in a selection connect to life experiences and impact the reader with support from the text or other sources; - identify language that create images in various kinds of literature; - identify ideas and theme in historical literary works; - identify common examples of language that have been influenced by history and culture; and - select a variety of fiction materials and genres based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify differences in characteristics of works of literature of various genres (e.g., fiction, poetry, drama); - identify characters, setting, problem/solution, and theme in literary works; - identify literary devices (e.g., sound, descriptive language) used in poetry; - identify a common theme in more than one literary work; - describe the use of characters, setting, problem/solution, and theme in a literature selection; - describe how the characters, setting, problem/solution, or theme and the use of descriptive language in a selection connect to life experiences; - identify language that creates images in stories and poems; - recognize the theme in historical literary works; - recognize common examples of language that have been influenced by history and culture; and - select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify characters, objects, actions, and settings in read-aloud literature from various genres (e.g., fiction, poetry, drama); - recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud literature; - use pictures, symbols, and words to describe characters, objects, and actions and settings in read-aloud literature; and - select fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.
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Nonfiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.
	The student will:	
LA.910.2.2.1	- analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);	
LA.910.2.2.2	- use information from the text to answer questions or to state the main idea or provide relevant details;	
LA.910.2.2.3	- organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);	
LA.910.2.2.4	- identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and	
LA.910.2.2.5	- select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary); - use information from nonfiction text to identify the main idea and supporting details; - organize information to show understanding (e.g., using graphic organizers, and guided retelling, summarizing); - identify basic characteristics of variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams); and - select a variety of nonfiction materials to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<ul style="list-style-type: none"> - identify information in text features (e.g., title, illustrations and graphics, table of contents, headings, various text styles, simple charts and maps, glossary); - use information from read-aloud nonfiction text to identify the main idea and supporting details; - organize information to show understanding (e.g., using simple graphic organizers, guided retelling); - identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries, magazines, newspapers, instructions); and - select a variety of nonfiction materials to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<ul style="list-style-type: none"> - recognize persons, objects, and actions in read-aloud informational text; - respond purposefully to pictures or symbols paired with words used to guide classroom and school activities; - recognize pictures or symbols paired with words depicting a sequence in familiar activities; and - select nonfiction materials to expand the core foundation of knowledge necessary to function as a member of a shared culture.

Grades 9–10: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
	The student will prewrite by:	
LA.910.3.1.1	- generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;	
LA.910.3.1.2	- making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and	
LA.910.3.1.3	- using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will prewrite by:</p> <ul style="list-style-type: none"> - generating ideas through a variety of sources (e.g., brainstorming, prior knowledge, graphic organizers, discussion, printed material); - determining the purpose (e.g., inform, entertain, persuade, explain), intended audience, and central idea and related main ideas and supporting details for writing; and - using graphic organizers, charts, and outlines to plan writing in an organized sequence. 	<p><i>Supported:</i> The student will prewrite by:</p> <ul style="list-style-type: none"> - generating ideas through a variety of sources (e.g., discussions, lists, printed material); - identifying the purpose (e.g., inform, entertain, persuade), intended audience, and main idea and supporting details for writing; and - using a graphic organizer or chart to arrange the main ideas and supporting details into a logical sequence. 	<p><i>Participatory:</i> The student will select information about a person, object, activity, or event as the topic of communication.</p>

Drafting	Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:	
LA.910.3.2.1	- developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;	
LA.910.3.2.2	- establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and	
LA.910.3.2.3	- analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will draft writing by: - using a prewriting plan to develop a central idea and related main ideas(s) and supporting details; and - sequencing and organizing ideas in a logical manner that reflects the purpose.	<i>Supported:</i> The student will draft writing by: - using a prewriting plan to develop the main ideas and supporting details; and - organizing ideas in a logical sequence with a clear beginning, middle, and end according to the purpose.	<i>Participatory:</i> The student will draft a product that communicates information about a person, object or event using pictures, symbols, or words.

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:		
LA.910.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;		
LA.910.3.3.2	- creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;		
LA.910.3.3.3	- creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and		
LA.910.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent.</i> The student will revise the draft by:</p> <ul style="list-style-type: none"> - reviewing for content, focus, organization, word choice, and use of simple and compound sentences; - improving connections between main ideas and details by using transitional words and modifying details to communicate the purpose; - rearranging or changing words and sentences to clarify meaning or add interest using resources and reference materials to select vocabulary; and - using revision tools and strategies (e.g., checklists, rubrics, teacher review, peer review) to improve writing. 	<p><i>Supported.</i> The student will revise the draft by:</p> <ul style="list-style-type: none"> - reviewing for content, organization, and word choice and use of complete sentences; - improving connections between main idea and details; - adding descriptive words or details using resources to change word choices or select new vocabulary; and - using tools, strategies, and resources to improve the writing (e.g., teacher review, peer review, dictionary). 	<p><i>Participatory.</i> The student will adjust draft communication about a person, object, or event when necessary by selecting changing or rearranging pictures, symbols, or words.</p>	

Editing for Language Conventions	Standard: The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:	
LA.910.3.4.1	- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (<i>laissez faire</i> , <i>croissant</i>);	
LA.910.3.4.2	- capitalization, including names of academic courses and proper adjectives;	
LA.910.3.4.3	- punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;	
LA.910.3.4.4	- possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and	
LA.910.3.4.5	- sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> - spelling of high frequency words and phonetically regular words using spelling rules and orthographic patterns; - capitalization, including proper nouns, the pronoun “I,” days of the week and months of the year, initial word of sentences, and titles of books; - end punctuation, quotations marks for exact words from cited sources, and commas in dates and items in a series; and - subject and verb agreement; and - complete sentences. 	<p><i>Supported:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> - spelling of phonetically regular and high frequency words, using a word bank, dictionary, or other resource as necessary; - capitalization, including initial word in sentences, proper names, and the pronoun “I,” days of the week, and months of the year; - end punctuation (period, question mark, and exclamation point) for sentences; and - singular and plural nouns; and - complete sentences. 	<p><i>Participatory:</i> The student will adjust draft communication about a person, object, activity, or event when necessary by changing or rearranging pictures, symbols, or words.</p>

Publishing		Standard: The student will write a final product for the intended audience.	
	The student will:		
LA.910.3.5.1	- prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);		
LA.910.3.5.2	- include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and		
LA.910.3.5.3	- sharing with others, or submitting for publication.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: <ul style="list-style-type: none"> - prepare writing in a format appropriate to audience and purpose; - use required spacing and margins to indicate paragraphs and other key features of text and include graphics and illustrations as needed; and - share writing with the intended audience. 	<i>Supported:</i> The student will: <ul style="list-style-type: none"> - prepare writing appropriate to the purpose; - use required spacing and margins and include graphics or illustrations as needed; and - share writing with the intended audience. 	<i>Participatory:</i> The student will produce final products that effectively communicate information about a person, object, activity, or event using pictures, symbols, or words.	

Grades 9–10: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.910.4.1.1	- write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and		
LA.910.4.1.2	- incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: <ul style="list-style-type: none"> - write narratives about events or experiences using clear language and format with a main idea, descriptive details, a logical sequence of events, setting, and plot; and - write expressive forms (e.g., poems, plays, songs) that include rhythm and rhyme, dialogue, appropriate format, and figurative language for the intended audience or purpose. 	<i>Supported:</i> The student will: <ul style="list-style-type: none"> - write narratives about events with a main idea, descriptive details, characters, sequence of events, and setting; and - write expressive forms (e.g., poetry, songs, skits). 	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - communicate information that tells about persons, objects, and events according to the audience; and - recognize patterns and images in familiar poetry, dialogue, songs, rhymes. 	

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.
	The student will:	
LA.910.4.2.1	- write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions);	
LA.910.4.2.2	- record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;	
LA.910.4.2.3	- write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;	
LA.910.4.2.4	- write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);	
LA.910.4.2.5	- write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and	
LA.910.4.2.6	- write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - write in a variety of expository forms (e.g., summary, newspaper article, log, journal, brief report); - record information (e.g., observations, notes, lists, charts, labels, legends) related to a topic; - write expository paragraphs that contain a topic sentence, supporting details, and relevant information; - compose a formal letter using a conventional business letter format (e.g., heading, salutation, body, closing, signature) and address an envelope; - write functional text (e.g., three-step instructions, recipes, labels, posters, graphs/tables); and - complete work-related documents (e.g., job applications, personal resume). 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - write in a variety of expository forms (e.g., daily journal, log, summary, brief article); - record information (e.g., notes, lists, labels, charts) related to a topic; - write expository text that includes a topic sentence, supporting details, and relevant information about the topic; - compose informal invitations, friendly messages, thank-you notes, and a friendly or formal letter and address an envelope using resources (e.g., model or template, dictionary, adult assistance); - produce functional text (e.g., two-step directions, labels, posters, basic recipes, posters, signs); and - complete work-related documents (e.g., job application). 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - communicate information about persons, objects, activities, or events using pictures, symbols, or words; - communicate information about classroom activities or tasks; - communicate a message or invitation to the intended person or group; - express preferences and choices for activities; and - complete work-related documents (e.g., indicate job preference).

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
	The student will:		
LA.910.4.3.1	- write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and		
LA.910.4.3.2	- include persuasive techniques.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, sentences, paragraph) that includes evidence to support why the topic or activity is important.	<i>Supported.</i> The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, poster) that shows why the topic or activity is important.	<i>Participatory.</i> The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.	

Grades 9–10: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
LA.910.5.1.1	The student will use fluent and legible handwriting skills.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will use legible handwriting.	<i>Supported.</i> The student will use legible handwriting.	<i>Participatory.</i> The student will use pictures, symbols, or words to communicate meaning.	

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.
	The student will:	
LA.910.5.2.1	- select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);	
LA.910.5.2.2	- research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);	
LA.910.5.2.3	- use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;	
LA.910.5.2.4	- use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and	
LA.910.5.2.5	- research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use a specified listening strategy according to the intended purpose (e.g., solving a problem, remembering information); - give oral presentations with a clear introduction and conclusion; - adjust voice and body movement as appropriate for speaking in real-world situations; - use oral language appropriate for formal and informal situations; and - gather and organize information for oral presentations and integrate appropriate media. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use a listening strategy (e.g., facing the speaker and restating the information) to gather information for a task; - give oral presentations about topics using appropriate eye contact and body language - use voice and body movement as appropriate for speaking in real-world situations; - use oral language appropriate for formal and informal situations; and - locate and use information in familiar sources for oral presentations for specific occasions. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - listen and demonstrate understanding of information presented in daily activities; - use a familiar source (e.g., person, picture, symbol, word) to obtain information for activities; and - communicate information and preferences in a variety of familiar situations.

Grades 9–10 : Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
	The student will:		
LA.910.6.1.1	- explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding;		
LA.910.6.1.2	- analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and		
LA.910.6.1.3	- use the knowledge to a create workplace, consumer, or technical document.		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary); - read and interpret consumer, workplace, or other real-world documents or manuals (e.g., cookbooks, instruction manuals, job aids) using the information to follow procedures, solve problems, and make decisions; and - create a personal job aid (e.g., checklist, pictured directions, step-by-step procedures). 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - identify information in text features (e.g., title, illustrations, graphics, table of contents, headings various text styles, simple charts and maps, glossary); - use easy-to-read consumer, workplace, or other real-world documents or manuals for consumer, workplace, and real-world tasks; and - create a personal job aid (e.g., pictured directions). 	<p><i>Participatory.</i> The student will use familiar pictures, symbols, or words to make choices and complete consumer, workplace, or other real-world tasks.</p>	

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.
	The student will:	
LA.910.6.2.1	- select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;	
LA.910.6.2.2	- organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;	
LA.910.6.2.3	- write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and	
LA.910.6.2.4	- understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent.</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - select a topic and develop a search plan to select sources for information; - use multiple resources (e.g., digital and texts, maps, charts, graphs, photographs) to obtain information and check factual information in materials; - write a report that includes an introduction, main idea(s) and relevant details in an organized sequence that supports the topic, a concluding statement, and a list of sources used; and - identify and use legal and ethical practices, including listing references and knowing consequences of copying others' work. 	<ul style="list-style-type: none"> - select a topic and use a predetermined search plan to locate information in references or other sources; - locate and use references or other sources and determine the accuracy of statements by matching information in passages with reliable sources; - write a simple report that includes a title, main idea and organized details, relevant illustrations and graphics, a closing statement, and a list of sources used; and - identify and use ethical practices, including listing references and other sources and not copying others' work. 	<ul style="list-style-type: none"> - select a person, object, or event of interest to explore; - use a teacher-recommended source to obtain information and seek assistance to clarify meaning of pictures, symbols, or words; - communicate information about the selected person, object, or event using pictures, symbols, or words; and - identify sources of information used in communication.

Media Literacy		Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	The student will:		
LA.910.6.3.1	- distinguish between propaganda and ethical reasoning strategies in print and nonprint media;		
LA.910.6.3.2	- ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and		
LA.910.6.3.3	- demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - identify persuasive techniques used in advertisements in multiple media sources (e.g., television, internet, newspaper, magazines); - use media with graphics, sound, or color to communicate information on a topic; and - select print and nonprint media to use in oral presentations. 		<ul style="list-style-type: none"> - recognize persuasive techniques used in advertisements in a media source (e.g., television, internet, newspaper, magazines); - use media with graphics to communicate information; and - select print and nonprint media to use in an oral presentation. 	<ul style="list-style-type: none"> - recognize persuasive information presented in mass media; - use media to obtain information.; and - use print or nonprint media to communicate information.

Technology		Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:		
LA.910.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and		
LA.910.6.4.2	- routinely use digital tools for publication, communication and productivity.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - use appropriate available technologies to enhance communication; and - select and use technology tools to publish and present information on a variety of topics. 		<ul style="list-style-type: none"> - use appropriate available technologies to enhance communication; and - use technology tools to publish and present a topic or story with text and graphics. 	<ul style="list-style-type: none"> - use appropriate available technologies to enhance communication; and - use a technology tool to communicate information to a variety of listeners in various settings.

Grades 11–12

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Subject	Grades	Strand	Standard	Benchmark

Grades 11–12: Reading Process

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA.1112.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will read text with accuracy and adjust reading rate based on purpose (e.g., for pleasure, information, task completion) and difficulty.		<i>Supported:</i> The student will read text with accuracy and adjust reading rate based on difficulty.	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - accurately and consistently identify pictures or symbols paired with words in stories and in real-world activities; and - identify pictures or symbols paired with words to indicate the next step in a familiar real-world activities.

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
	The student will:		
LA.1112.1.6.1	- use new vocabulary that is introduced and taught directly;		
LA.1112.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;		
LA.1112.1.6.3	- use context clues to determine meanings of unfamiliar words;		
LA.1112.1.6.4	- categorize key vocabulary and identify salient features;		
LA.1112.1.6.5	- relate new vocabulary to familiar words;		
LA.1112.1.6.6	- distinguish denotative and connotative meanings of words;		
LA.1112.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.1112.1.6.8	- identify advanced word/phrase relationships and their meanings;		
LA.1112.1.6.9	- determine the correct meaning of words with multiple meanings in context;		
LA.1112.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and		
LA.1112.1.6.11	- identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).		
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Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and graphics to determine meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode unknown words; - recognize and use prefixes, suffixes, and root words; - identify word relationships (e.g., common analogies); - determine the meaning of a word with multiple meanings (e.g., homographs) in text; and - determine the meaning of unknown words using a dictionary and digital tools. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and discuss a variety of text; - use context clues and graphics to determine meaning of unknown words; - categorize key vocabulary; - relate new vocabulary to familiar words; - use phonics skills to decode unknown words; - recognize and use common prefixes, suffixes, and root words; - determine the meaning of a word with multiple meanings (e.g., homographs) in text; and - determine the meaning of unknown words using a dictionary and digital tools. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify new vocabulary that is introduced and taught directly; - listen and respond to stories and informational text; - identify persons, objects, and actions by name or characteristic; - select and respond to objects, pictures, or symbols paired with words in the context of familiar real-world situations; and - seek assistance to clarify the meaning of vocabulary.
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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
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	The student will:
LA.1112.1.7.1	- use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.1112.1.7.2	- analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning;
LA.1112.1.7.3	- determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;
LA.1112.1.7.4	- identify cause-and-effect relationships in text;
LA.1112.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.1112.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.1112.1.7.7	- compare and contrast elements in multiple texts; and

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Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
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	The student will:
LA.1112.1.7.8	<ul style="list-style-type: none"> - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - use background knowledge of the subject, guided previewing strategies (e.g., previewing, discussing, generating questions), graphic representations, and text features to make and confirm predictions of content and purpose of reading selections; - identify how the author’s purpose (e.g., inform, entertain, persuade) and point of view are used in a variety of text and media (e.g., stories, letters, reports, periodicals, advertisements); - determine the main idea or essential message in real-world text through retelling, guided summarizing, and identifying relevant details and facts; - identify cause and effect relationships in stories and informational text; - identify a variety of text structures (e.g., comparison/contrast, cause/effect relationships, chronological order, lists, question/answer) in real-world text using strategies, including graphic organizers and structured note-making, and describe how they impact meaning in text; - identify text with similar topics or themes by different authors; - identify similarities and differences in characters, actions, settings, or problems and details in two texts; and - use strategies to repair comprehension of real-world text, including but not limited to rereading, checking context clues, predicting, structured note-making, using graphic organizers, questioning, and requesting assistance for clarification. 	<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - use background knowledge of the subject, graphic representations, and text features (e.g., title, graphics, table of contents, headings, text styles, simple charts, maps, glossary) to make and confirm predictions of content and purpose of reading selections; - identify the author’s purpose (e.g., inform, entertain, persuade) in a variety of text and media; - determine the main idea or essential message in real-world text through guided retelling and identifying the topic and supporting details; - identify explicit cause/effect relationships in stories and informational text; - identify explicit text structures (e.g., lists, similarities and differences, sequence of events, cause/effect) in real-world text using strategies, including graphic organizers; - identify stories with similar topics or themes by different authors; - identify similarities and differences in characters, actions, or settings and details in two texts; and - use strategies to repair comprehension of real-world text, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification. 	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> - identify persons, objects, settings, and events in read-aloud narrative and informational text; - respond purposefully to pictures or symbols paired with words in school and real-world situations; - recognize topic and details in read-aloud stories and informational text used in daily activities in school and real-world situations; - use pictures or symbols paired with words to achieve desired cause/effect outcomes in school and real-world situations; and - use resources when necessary to clarify meaning of pictures, symbols, or words in school and real-world activities.
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Grades 11–12: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.1112.2.1.1	- analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
LA.1112.2.1.2	- analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
LA.1112.2.1.3	- analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
LA.1112.2.1.4	- analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
LA.1112.2.1.5	- analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;
LA.1112.2.1.6	- create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an author’s use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an author’s development of time and sequence (e.g., through the use of complex literary devices such as foreshadowing and flashback);
LA.1112.2.1.7	- analyze, interpret, and evaluate an author’s use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader’s emotions;
LA.1112.2.1.8	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
LA.1112.2.1.9	- describe changes in the English language over time, and support these descriptions with examples from literary texts; and
LA.1112.2.1.10	- select a variety of age and ability appropriate fiction materials to read based on knowledge of authors’ styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
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Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - describe distinguishing features of various works of literature, including genre (e.g., short story, novel, biography, poetry, drama), word choice, and theme; - identify elements (e.g., character development, setting, plot structure, theme, word choice) in a variety of literary works; - explain how various literary devices (e.g., sound, figurative language, graphics) convey mood and meaning in poetry; - identify universal themes found in works of literature; - write a literary response that includes a description of the literary elements (e.g., character development, setting, plot structure, theme, word choice); - write a reflection that describes how literary elements and the use of literary devices (e.g., sound, figurative language, graphics) in a selection connects to life experiences and impacts the reader based on support from the text, personal experiences, or other sources; - describe the use of literary devices (e.g., point of view, figurative language, idioms) in a literature selection; - identify ideas and theme in historical literary works; - identify common examples of language that have been influenced by history and culture; and - select a variety of fiction materials and genres based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - identify similarities and differences in characteristics of works of literature of various genres (e.g., fiction, poetry, and drama); - identify characters, setting, problem/solution, and theme in literary works; - identify literary devices (e.g., sound, descriptive language, line length, illustrations) used in poetry; - identify a common theme in more than one literary work; - write a literary response that identifies characters, setting, problem/solution, and theme; - write a reflection that describes how the characters, setting, problem/solution, or theme and the use of descriptive language or illustrations in a selection connect to life experiences; - identify common literary devices (e.g., point of view, figurative language, idioms) in stories; - recognize the theme in historical literary works; - recognize common examples of language that have been influenced by history and culture; and - select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - identify characters, objects, actions, and settings in read-aloud literature from various genres (e.g., fiction, poetry, drama); - recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud literature; - use pictures, symbols, and words to identify characters, objects, actions, and settings in read-aloud literature; and - select fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.
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Nonfiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:		
LA.1112.2.2.1	- analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);		
LA.1112.2.2.2	- use information from the text to answer questions or to state the main idea or provide relevant details;		
LA.1112.2.2.3	- organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);		
LA.1112.2.2.4	- identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and		
LA.1112.2.2.5	- select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary); - use information from nonfiction text to identify the main idea and supporting details; - organize information to show understanding (e.g., using graphic organizers, guided retelling, and summarizing); - identify basic characteristics of variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams, job-related materials); and - select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 		<ul style="list-style-type: none"> - identify information in text features (e.g., title, illustrations and graphics, table of contents, headings, various text styles, simple charts and maps, glossary); - use information from read-aloud nonfiction text to identify the main idea and supporting details; - organize information to show understanding (e.g., using simple graphic organizers, guided retelling); - identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries, magazines, newspapers, instructions, manuals, job-related materials); and - select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. 	<ul style="list-style-type: none"> - recognize persons, objects, and actions in read-aloud informational text; - respond purposefully to pictures or symbols paired with words used to guide classroom, school, and real-world activities; - identify pictures or symbols paired with words depicting a sequence in familiar activities; and - select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

Grades 11–12: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.1112.3.1.1	- generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;		
LA.1112.3.1.2	- making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and		
LA.1112.3.1.3	- using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent:</i> The student will prewrite by:</p> <ul style="list-style-type: none"> - generating ideas through a variety of sources (e.g. brainstorming, notes, graphic organizers, discussion, printed materials); - determining the purpose (e.g., inform, entertain, persuade, explain), intended audience, and central idea and related main ideas and supporting details for writing; and - using graphic organizers, charts, and outlines to create an organizational plan for writing. 	<p><i>Supported:</i> The student will prewrite by:</p> <ul style="list-style-type: none"> - generating ideas through a variety of sources (e.g., discussions, lists, printed materials); - identifying the purpose (e.g., inform, entertain, persuade), intended audience, and main idea and - supporting details for writing; and - using graphic organizers, charts, or outlines to arrange main ideas and relevant supporting details into a logical sequence. 	<p><i>Participatory:</i> The student will select information about a real-world topic for communication.</p>	

Drafting	Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:	
LA.1112.3.2.1	- developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;	
LA.1112.3.2.2	- establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and	
LA.1112.3.2.3	- analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will draft writing by: - using a prewriting plan to develop central idea, main ideas, and supporting details; and - arranging ideas in a logical sequence with clear patterns of organization.	<i>Supported:</i> The student will draft writing by: - using a prewriting plan to develop the main ideas and supporting details; and - organizing ideas with a logical sequence and a clear beginning, middle, and end according to the purpose and plan for writing.	<i>Participatory:</i> The student will draft a product that communicates information about a real-world topic using pictures, symbols, or words.

Revising	Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:	
LA.1112.3.3.1	- evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;	
LA.1112.3.3.2	- creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;	
LA.1112.3.3.3	- creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and	
LA.1112.3.3.4	- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent.</i> The student will revise the draft by:</p> <ul style="list-style-type: none"> - reviewing for content, focus, organization, word choice, and use of simple and compound sentences; - improving connections between main ideas and details by using transitional words, phrases, or sentences to clarify meaning and modifying details as needed to communicate the purpose; - rearranging or changing words and sentences to clarify meaning or add interest using resources and reference materials to select vocabulary; and - using tools and strategies (e.g., checklists, rubrics dictionary, teacher review, peer review) to improve writing. 	<p><i>Supported.</i> The student will revise the draft by:</p> <ul style="list-style-type: none"> - reviewing for content, organization and word choice and use of complete sentences to express ideas; - improving connections between main idea and details; - adding descriptive words or details using resources to change word choices or select new vocabulary; and - using tools, strategies, and resources to improve the writing (e.g., teacher review, peer review, dictionary). 	<p><i>Participatory.</i> The student will revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.</p>

Editing for Language Conventions	Standard: The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:	
LA.1112.3.4.1	- spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (<i>laissez faire</i> , <i>croissant</i>);	
LA.1112.3.4.2	- capitalization, including names of academic courses and proper adjectives;	
LA.1112.3.4.3	- punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;	
LA.1112.3.4.4	- grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and	
LA.1112.3.4.5	- varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> - spelling of high frequency words and phonetically regular words using spelling rules, orthographic patterns, and knowledge of common root words, prefixes, and suffixes; - capitalization, including proper nouns and titles, the pronoun "I," days of the week and months of the year, initial word in sentences, and titles of books; - end punctuation, quotation marks, and commas; - subject and verb agreement; and - complete sentences. 	<p><i>Supported:</i> The student will edit for correct use of:</p> <ul style="list-style-type: none"> - spelling of phonetically regular and high frequency words using a word bank, dictionary, or other resource as necessary; - capitalization, including initial word in sentences, proper names, the pronoun "I," days of the week, and months of the year; - end punctuation for sentences and commas in dates; - singular and plural nouns; and - complete sentences. 	<p><i>Participatory:</i> The student will revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.</p>

Publishing		Standard: The student will write a final product for the intended audience.	
	The student will:		
LA.1112.3.5.1	- prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);		
LA.1112.3.5.2	- include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and		
LA.1112.3.5.3	- sharing with others, or submitting for publication.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: <ul style="list-style-type: none"> - prepare writing in a format appropriate for the purpose and audience; - use required spacing and margins to indicate paragraphs and other key features of text and include graphics or illustrations as needed to enhance writing; and - share finished writing with intended audience. 	<i>Supported:</i> The student will: <ul style="list-style-type: none"> - prepare writing appropriate to the purpose; - use required spacing and margins and include graphics or illustrations as needed; and - share writing with the intended audience. 	<i>Participatory:</i> The student will produce final products that effectively communicate information about a real-world topic using pictures, symbols, or words.	

Grades 11–12: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.1112.4.1.1	- write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and		
LA.1112.4.1.2	- incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: <ul style="list-style-type: none"> - write narratives about events or experiences using clear language and format appropriate to the purpose and intended audience with a main idea, descriptive details, a logical sequence of events, setting, and plot; and - write expressive forms (e.g., poems, plays, songs) appropriate to the purpose and intended audience that include rhythm and rhyme, dialogue, appropriate format and figurative language. 	<i>Supported:</i> The student will: <ul style="list-style-type: none"> - write a narrative about real or imagined events that includes a main idea, descriptive details, characters, sequence of events, and setting; and - write expressive forms (e.g., poetry, skits). 	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - communicate information that tells about persons, objects, and events according to the audience and purpose; and - recognize patterns and images in familiar poetry, dialogue, songs, and rhymes. 	

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
	The student will:		
LA.1112.4.2.1	- write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);		
LA.1112.4.2.2	- record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;		
LA.1112.4.2.3	- write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;		
LA.1112.4.2.4	- write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);		
LA.1112.4.2.5	- write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and		
LA.1112.4.2.6	- write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - write in a variety of expository forms (e.g., summary, newspaper article, log, journal, brief report); - record information (e.g., observations, notes, lists, charts, labels, legends) related to a topic; - write expository paragraphs that contain a topic sentence, supporting details, and relevant information; - write a formal letter using a conventional business letter format (e.g., heading, salutations, body, closing, signature) and address an envelope; - write functional text for real-world situations (e.g., lists, instructions, reminder notes, telephone messages); and - complete work-related documents (e.g., job applications, personal resume, memos). 		<ul style="list-style-type: none"> - write in a variety of expository forms (e.g., daily journal, log, brief article); - record information (e.g., observations, notes, lists, labels, charts) related to a topic; - write an expository paragraph that includes a topic sentence, supporting details, and relevant information about the topic; - compose a friendly or formal letter and address an envelope using resources (e.g., model or template, dictionary, adult assistance); - write functional text for real-world situations (e.g., lists, reminder notes, telephone messages); and - complete work-related documents (e.g., job application, personal resume). 	<ul style="list-style-type: none"> - communicate information about topics using pictures, symbols, or words; - communicate information about activities and tasks in a real-world situation; - communicate a message or invitation to the intended person or group in a real-world situation; - express preferences and choices for activities; and - communicate preferences for possible career or adult activities.

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
	The student will:		
LA.1112.4.3.1	- write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and		
LA.1112.4.3.2	- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, sentences, paragraph) that includes detailed evidence to support why the topic or activity is important.	<i>Supported.</i> The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, poster, message) that shows why the topic or activity is important.	<i>Participatory.</i> The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities in real-world situations.	

Grades 11–12: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
LA.1112.5.1.1	The student will use fluent and legible handwriting skills.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will use legible handwriting.	<i>Supported.</i> The student will use legible handwriting.	<i>Participatory.</i> The student will use pictures, symbols, or words to communicate meaning.	

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.
	The student will:	
LA.1112.5.2.1	- demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;	
LA.1112.5.2.2	- apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;	
LA.1112.5.2.3	- use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates one's own and others' oral presentations according to designed rubric criteria;	
LA.1112.5.2.4	- use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and	
LA.1112.5.2.5	- research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - use effective listening skills and behaviors for a variety of purposes and demonstrate understanding by asking and answering relevant questions about oral presentations; - apply oral communication skills in interviews with familiar persons, brief presentations, and other real-world situations; - use information from multiple sources and visual aids to deliver oral presentations that inform, persuade, or entertain; - adjust voice, tone, and language to match requirements of real-world situations; and - organize information and deliver speeches to entertain, inform, and persuade for a variety of purposes. 	<ul style="list-style-type: none"> - use effective listening skills and behaviors for a specified purpose and demonstrate understanding by answering relevant questions about oral presentations; - apply oral communication skills in interviews with familiar persons and other real-world situations; - locate and use information in familiar sources for oral presentations for specific occasions; - adjust conversational language to match requirements of real-world settings; and - organize ideas and give informal oral presentations about real-world situations using appropriate eye contact, body language, and gestures. 	<ul style="list-style-type: none"> - listen and demonstrate understanding of information in real-world situations; - communicate information and requests in familiar activities in real-world situations; and - communicate information and preferences to a variety of individuals in real-world situations.

Grades 11–12 : Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
	The student will:		
LA.1112.6.1.1	- explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding;		
LA.1112.6.1.2	- analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and		
LA.1112.6.1.3	- use the knowledge to create workplace, consumer, or technical documents.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will use familiar pictures, symbols, or words to make choices and complete consumer, workplace, or other real-world tasks.
<ul style="list-style-type: none"> - locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary); - identify specific features of consumer, workplace, or other real-world documents or manuals (e.g., diagrams, instructions, organization of content) and use the information to follow procedures, solve problems, and make decisions; and - create a personal job aid (e.g., checklist, pictured directions, step-by-step procedures). 		<ul style="list-style-type: none"> - identify information in text features (e.g., title, illustrations, graphics, table of contents, headings various text styles, simple charts and maps, glossary); - use easy-to-read consumer, workplace, or other real-world documents or manuals for consumer, workplace, and real-world tasks; and - create a personal job aid (e.g., pictured directions). 	

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.	
	The student will:		
LA.1112.6.2.1	- select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;		
LA.1112.6.2.2	- organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;		
LA.1112.6.2.3	- write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and		
LA.1112.6.2.4	- understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.		
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Research Process	Standard: The student uses a systematic process for the collection, processing, and presentation of information.
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Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify a problem and develop a search plan to select resources for information; - locate and obtain information from multiple references or resources (e.g., digital or print texts, maps, charts, graphs, photographs) and use appropriate sources to check the accuracy of information; - write a report that includes a main idea and relevant details in an organized sequence that supports the topic, with direct quotations, a concluding statement, and a list of sources used; and - identify and use legal and ethical practices for the use of information in media and other sources in compliance with the law. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - select a topic and use a predetermined search plan to locate information in references or other sources; - locate information (e.g., digital or print texts, charts, photographs) to answer search questions and determine whether content in informational materials is accurate; - write a report that includes a title, main idea and organized details, relevant illustrations and graphics, a closing statement, and a list of sources used; and - follow ethical practices when using media and other sources for information. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - select a topic of interest to explore; - use teacher-recommended sources to obtain information about the topic and seek assistance to clarify meaning of pictures, symbols, or words; - communicate information about selected topic using pictures, symbols, or words; and - identify sources of information used in communication.
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Media Literacy	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
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	The student will:
LA.1112.6.3.1	- distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
LA.1112.6.3.2	- ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and
LA.1112.6.3.3	- demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

Access Points for Students with Significant Cognitive Disabilities

<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - identify persuasive techniques in mass media and determine if media messages are from reliable sources; - use media with graphics, sound, or color to communicate information on a topic; and - select print and nonprint media to use in oral presentations. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - recognize persuasive techniques in mass media and identify information that is obviously not correct; - use media with graphics to communicate information; and - select print and nonprint media to use in an oral presentation. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - recognize persuasive information presented in mass media; - use media to obtain information; and - use print or nonprint media to communicate information.
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Technology	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:	
LA.1112.6.4.1	- select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and	
LA.112.6.4.2	- routinely use digital tools for publication, communication and productivity.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent.</i> The student will: <ul style="list-style-type: none"> - use appropriate available technologies to enhance communication; and - select and use technology tools to publish and present information on a variety of topics. 	<i>Supported:</i> The student will: <ul style="list-style-type: none"> - use appropriate available technologies to enhance communication; and - use technology tools to publish and present a topic or story with text and graphics. 	<i>Participatory.</i> The student will: <ul style="list-style-type: none"> - use appropriate available technologies to enhance communication; and - use a technology tool to communicate information in real-world situations.