

State of Florida

Early Literacy Skill Builder (ELSB)

Alignment to Reading & Language Arts Standards with Access Points

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GRADE 1: READING PROCESS

Florida State Standard	Alignment to ELSB
Concepts of Print Standard:	
The student demonstrates knowledge of the concept of print and how it is organized and read.	
LA.1.1.1 <ul style="list-style-type: none"> • locate the title, table of contents, names of author and illustrator, glossary, and index. 	Building with Stories component – all levels (Level A – Level Seven)
Access Points for Students with Significant Cognitive Disabilities	
The student will:	
Independent <ul style="list-style-type: none"> • locate the title of a book; • identify print, not a picture, 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. 	Building with Stories component – all levels Objectives 1, 2 – all levels; Objective 13 – Level Six and Seven Objectives 1, 2 – all levels; Objective 13 – Levels Six & Seven Objective 8 – all levels Objective 3 – all levels
Supported <ul style="list-style-type: none"> • recognize that sentences are made of separate words; • turn pages front to back 	Objective 3 – Levels Four to Seven Building with Stories component – all levels
Participatory <ul style="list-style-type: none"> • attend to print materials by touching, looking, or listening; • recognize if a book is upside down or backwards; • respond to the book cover or illustrations in a familiar story. 	Objective 3, 4, 5 – all levels Building with Stories component – all levels Building with Stories component – all levels
Phonemic Awareness Standard:	
The student demonstrates phonemic awareness	
LA.1.1.3.1 <ul style="list-style-type: none"> • identify individual phonemes (sounds) in words (<i>e.g.</i>, CCVC, CVCC, CCCVC); 	Objectives 8 – all levels; Objective 9, 10, 11 – Levels Two to Seven
LA.1.1.3.2 <ul style="list-style-type: none"> • blend three to five phonemes to form words; 	Objective 12 – Levels Four to Seven
LA.1.1.3.3 <ul style="list-style-type: none"> • segment single syllable words into individual phonemes 	Objectives 9, 10, 11 – Levels Four to Seven

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<p>LA.1.1.3.4</p> <ul style="list-style-type: none"> manipulate individual phonemes to create new words through addition, deletion, and substitution. 	
<p>Access Points for Students with Significant Cognitive Disabilities The student will:</p>	
<p>Independent</p> <ul style="list-style-type: none"> identify, blend, and segment syllables and onset and rime in words; identify the initial sound in one-syllable words; identify and blend phonemes in selected VC and CVC words. 	<p>Objective 6 – all levels</p> <p>Objectives 9, 10 – Levels Two to Seven</p> <p>Objectives 11, 12 – Levels Four to Seven</p>
<p>Supported</p> <ul style="list-style-type: none"> identify words that rhyme; segment auditory sentences into individual words; identify whether words and environmental sounds are the same or different. 	
<p>Participatory:</p> <ul style="list-style-type: none"> respond to environmental sounds; associate particular sounds with familiar stories, songs, and rhymes; respond to spoken words in familiar stories, songs, and rhymes. 	<p>Objective 2, Level A</p> <p>Objective 4 – all levels</p>
<p>Phonics/Word Analysis Standard The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.</p>	
<p>Access Points for Students with Significant Cognitive Disabilities The student will:</p>	
<p>Independent</p> <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; blend sounds to decode VC and CVC words. 	<p>Objective 8 – all levels</p> <p>Objectives 9, 10 – Levels Two to Seven</p> <p>Objective 12 – Levels Four to Seven</p>
<p>Supported</p> <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; identify the initial sound in own first name and familiar words. 	<p>Objective 1, 2 – all levels; Objective 14 – Levels Six & Seven</p> <p>Objective 14 – all levels</p> <p>Objective 4, Level A</p>

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<p>Participatory The student will respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.</p>	Objective 4, Level A
<p>Fluency Standard The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.</p>	
<p>Access Points for Students with Significant Cognitive Disabilities: The student will:</p>	
<p>Independent</p> <ul style="list-style-type: none"> • name ten or more letters and produce their sounds; • read two or more words. 	Objective 8 – all levels Objectives 1, 2 – all levels; Objective 13 – Levels Six & Seven
<p>Supported</p> <ul style="list-style-type: none"> • name five or more letters. 	
<p>Participatory</p> <ul style="list-style-type: none"> • respond consistently to a familiar person, object, gesture/sign, or photograph in familiar stories, songs, rhymes, and routines; • request continuation of a familiar story, song, or rhyme when it has been interrupted. 	Objectives 1, 2, 3, 4 – Level A Building with Stories – all levels
<p>Vocabulary Development Standard The student uses multiple strategies to develop grade appropriate vocabulary.</p>	
<p>LA.1.1.6.1</p> <ul style="list-style-type: none"> • use new vocabulary that is introduced and taught directly; <p>LA.1.1.6.2</p> <ul style="list-style-type: none"> • listen to, read, and discuss both familiar and conceptually challenging text; 	Objectives 1, 2, 5, 13, 14 – all levels Objective 5 – all levels
<p>Access Points for Students with Significant Cognitive Disabilities: The student will</p>	
<p>Independent</p> <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; • relate new vocabulary to familiar words; • use pictures and symbols to identify meaning of unknown words. 	Objectives 1, 2, 5, 13, 14 – all levels Objective 5 – all levels Objective 13 – all levels Objectives 4, 5 – all levels

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<p>Supported</p> <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; • use pictures to identify meaning of unknown symbols and words. 	<p>Objectives 1, 2, 13, 14 – all levels</p> <p>Objective 5 – all levels</p> <p>Objective 13 – all levels</p> <p>Objectives 4, 5 – all levels</p>
<p>Participatory</p> <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; • match familiar objects to tasks in routines. 	<p>Objectives 1, 2, 13, 14 – all levels</p> <p>Objective 5 – all levels</p> <p>Objectives 1, 2, 3, 4, 5 – Level A</p> <p>Objectives 1, 2, 5 – Level A</p>
<p>Reading Comprehension Standard The student uses a variety of strategies to comprehend grade level text.</p>	
<p>LA.1.1.7.1</p> <ul style="list-style-type: none"> • identify a text’s features (<i>e.g.</i>, title, subheadings, captions, illustrations), • use them to make predictions, and establish a purpose for reading 	<p>Building with Stories component – all levels</p> <p>Building with Stories component – all levels</p>
<p>Access Points for Students with Significant Cognitive Disabilities: The student will</p>	
<p>Independent</p> <ul style="list-style-type: none"> • make predictions about a story using text features (<i>e.g.</i>, illustrations, title); • identify details in pictures and read – aloud text; • identify important details (<i>e.g.</i>, who, what, where) that relate to the author’s purpose in read – aloud stories. 	<p>Building with Stories component – all levels</p> <p>Building with Stories component – all levels</p> <p>Building with Stories component – all levels</p>
<p>Supported</p> <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; 	<p>Building with Stories component – all levels</p> <p>Building with Stories component – all levels</p> <p>Objectives 1, 2 – Level A</p> <p>Building with Stories component – all levels</p>

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<ul style="list-style-type: none"> • identify differences between characters in read – aloud stories; • identify the author’s purpose in read – aloud stories by answering literal yes or no questions about characters and settings. 	Building with Stories component – all levels Objective 5 – all levels; Building with Stories component – all levels
<p>Participatory</p> <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; • seek assistance to clarify the meaning of pictures, symbols, or words in daily classroom activities with prompting. 	Objective 5 – all levels; Building with Stories component – all levels Objective 2 – Level A
<p>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.</p>	
<p>Access Points for Students with Significant Cognitive Disabilities The student will</p>	
<p>Independent</p> <ul style="list-style-type: none"> • identify main events or actions of characters in familiar read – aloud stories; • identify characters and settings in familiar read – aloud stories; • respond to read – aloud stories by contributing to a group discussion • identifying characters, actions, objects, setting, or events and connecting to life experiences; 	Objective 5 – all levels; Building with Stories component – all levels Objective 5 – all levels; Building with Stories component – all levels Objective 5 – all levels; Building with Stories component – all levels Objective 5 – all levels; Building with Stories component – all levels
<p>Supported</p> <ul style="list-style-type: none"> • recognize familiar literary forms (<i>e.g.</i>, 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 experience 	Objective 5 – all levels; Building with Stories component – all levels Objective 5 – all levels; Building with Stories component – all levels Objective 5 – all levels; Building with Stories component – all levels Objective 5 – all levels; Building with Stories component – all levels

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<ul style="list-style-type: none"> select and listen to a variety of stories and poems, based on interest and teacher recommendations, to begin building a core base of knowledge. 	Building with Stories component – all levels
<p>Participatory</p> <ul style="list-style-type: none"> respond to characters, actions, or events, in familiar literary forms (<i>e.g.</i>, read – aloud stories, poetry); respond to rhythm and rhyme in familiar poetry or songs; use nonverbal expression or gestures signs, pictures, symbols, or words to respond to familiar read – aloud stories by identifying characters, objects, or events; select read – aloud stories, songs, and poems, based on interest and teacher recommendations, to begin building a core base of knowledge. 	<p>Objective 5 – all levels; Building with Stories component – all levels</p> <p>Objective 5 – all levels; Building with Stories component – all levels</p> <p>Objective 5 – all levels; Building with Stories component – all levels</p>
<p>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.</p>	
<p>Access Points for Students with Significant Cognitive Disabilities The student will</p>	
<p>Independent</p> <ul style="list-style-type: none"> identify details in read – aloud informational text using text features (<i>e.g.</i>, illustrations, signs); select and listen to a variety of nonfiction materials, based on interest and teacher recommendations, to begin building a core base of knowledge. 	<p>Objective 5 – all levels; Building with Stories component – all levels</p> <p>Objective 5 – all levels; Building with Stories component – all levels</p>
<p>Supported</p> <ul style="list-style-type: none"> identify details in familiar pictures and read – aloud informational text; select and listen to a variety of nonfiction materials based on interest and teacher recommendations, to begin building a core base of knowledge. 	<p>Building with Stories component – all levels</p> <p>Building with Stories component – all levels</p>
<p>Participatory</p> <ul style="list-style-type: none"> recognize persons and objects associated with routines; attend to read – aloud nonfiction materials, recommendations, to begin building a core base of knowledge. 	<p>Objectives 2, 5 – Level A</p> <p>Objective 5 – all levels; Building with Stories component – all levels</p>

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<p>Listening and Speaking Standard The student effectively applies listening and speaking strategies.</p>	
<p>LA.1.5.2.1</p> <ul style="list-style-type: none"> listen attentively and understand directions for performing tasks (<i>e.g.</i>, multi – step oral directions), solving problems, and following rules; 	Objective 14 – all levels
<p>LA.1.5.2.2</p> <ul style="list-style-type: none"> retell specific details of information heard; 	Objective 5 – all levels; Building with Stories component – all levels
<p>LA.1.5.2.3</p> <ul style="list-style-type: none"> listen attentively to fiction and nonfiction read – alouds and demonstrate understanding; 	Objective 5 – all levels; Building with Stories component – all levels
<p>LA.1.5.2.5</p> <ul style="list-style-type: none"> communicate effectively when relating experiences and retelling stories read and heard; 	
<p>LA.1.5.2.6</p> <ul style="list-style-type: none"> participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker. 	
<p>Access Points for Students with Significant Cognitive Disabilities The student will</p>	
<p>Independent</p> <ul style="list-style-type: none"> listen for informative purposes (<i>e.g.</i>, 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; use basic conversation strategies (<i>e.g.</i>, facing the speaker, not talking while others are speaking, taking turns). 	Objective 5 – all levels; Building with Stories component – all levels Objective 5 – all levels; Building with Stories component – all levels

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<p>Supported</p> <ul style="list-style-type: none"> • listen for informative purposes (<i>e.g.</i>, 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; • use basic conversation strategies (<i>e.g.</i>, facing the speaker and not talking while others are speaking). 	<p>Objective 14 – all levels</p> <p>Objective 5 – all levels; Building with Stories component – all levels</p> <p>Objective 5 – all levels; Building with Stories component – all levels</p>
<p>Participatory</p> <ul style="list-style-type: none"> • listen for informative purposes (<i>e.g.</i>, following prompts, cues); • listen to read – aloud stories; • respond to oral language greetings and prompts from familiar persons in routines; • attend to communication from familiar persons (<i>e.g.</i>, turn toward speaker, look at speaker, change facial expression). 	<p>Objective 5 – all levels; Building with Stories component – all levels</p> <p>Objective 5 – all levels; Building with Stories component – all levels</p>