

Attainment Company's Early Literacy Skill Builder (ELSB)

Alignment with Florida's Reading & Language Arts Standards with Access Points

GRADE: K*

* For kindergarten, ELSB alignment is indicated with yellow highlights.

Strand: READING PROCESS	
Standard 1: Concepts of Print	
The student demonstrates knowledge of the concept of print and how it is organized and read.	
BENCHMARK CODE	BENCHMARK
LA.K.1.1.1	The student will locate a printed word on a page;
LA.K.1.1.2	The student will distinguish letters from words;
LA.K.1.1.3	The student will identify the separate sounds in a spoken sentence;
LA.K.1.1.4	The student will match print to speech;
LA.K.1.1.5	The student will identify parts of a book (e.g., front cover, back cover, title page);
LA.K.1.1.6	The student will move top to bottom and left to right on the printed page; and
LA.K.1.1.7	The student will name all upper and lower case letters of the alphabet. 13 letters

Standard 2: Phonological Awareness	
The student demonstrates phonological awareness.	
BENCHMARK CODE	BENCHMARK
LA.K.1.2.1	The student will auditory segment sentences into the correct number of words;
LA.K.1.2.2	The student will identify, blend, and segment syllables in words;
LA.K.1.2.3	The student will recognize and produce words that rhyme; and
LA.K.1.2.4	The student will identify, blend, and segment onset and rime.

Standard 3: Phonemic Awareness	
The student demonstrates phonemic awareness.	
BENCHMARK CODE	BENCHMARK
LA.K.1.3.1	The student will identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., sat);
LA.K.1.3.2	The student will blend and segment individual phonemes in simple, one-syllable words; and
LA.K.1.3.3	The student will manipulate individual phonemes in CVC words through addition, deletion, and substitution.

Standard 4: Phonics/Word Analysis

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

BENCHMARK CODE	BENCHMARK
LA.K.1.4.1	The student will recognize and recall the one to one correspondence between most letters and sounds; and
LA.K.1.4.2	The student will decode simple words in isolation and in context.

Standard 6: Vocabulary Development

The student uses multiple strategies to develop grade appropriate vocabulary.

BENCHMARK CODE	BENCHMARK
LA.K.1.6.1	The student will use new vocabulary that is introduced and taught directly;
LA.K.1.6.2	The student will listen to and discuss both familiar and conceptually challenging text;
LA.K.1.6.3	The student will describe common objects and events in both general and specific language;
LA.K.1.6.4	The student will identify and sort common words into basic categories (e.g., colors, shapes, food);
LA.K.1.6.5	The student will use language correctly to express spatial and temporal relationships (e.g., up/down, before/after); and
LA.K.1.6.6	The student will relate new vocabulary to prior knowledge.

Standard 7: Reading Comprehension

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

BENCHMARK CODE	BENCHMARK
LA.K.1.7.1	The student will make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);
LA.K.1.7.2	The student will 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	The student will 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	The student will identify the authors purpose as stated in the text.

Strand: LITERARY ANALYSIS

Standard 1: Fiction

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.

BENCHMARK CODE	BENCHMARK
LA.K.2.1.1	The student will identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables);
LA.K.2.1.2	The student will retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting;
LA.K.2.1.3	The student will 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	The student will select materials to read for pleasure; and
LA.K.2.1.5	The student will 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).

Standard 2: Nonfiction

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.

BENCHMARK CODE	BENCHMARK
LA.K.2.2.1	The student will identify the purpose of nonfictional text;
LA.K.2.2.2	The student will retell important facts from a text heard or read; and
LA.K.2.2.3	The student will select nonfiction material to read for pleasure.

Strand: WRITING PROCESS

Standard 1: Prewriting

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

BENCHMARK CODE	BENCHMARK
LA.K.3.1.1	The student will prewrite by connecting thoughts and oral language to generate ideas; and
LA.K.3.1.2	The student will prewrite by drawing a picture about ideas from stories read aloud or generated through class discussion.

Standard 2: Drafting

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

BENCHMARK CODE	BENCHMARK
LA.K.3.2.1	The student will draft writing by drawing, telling, or writing about a familiar experience, topic or text; and
LA.K.3.2.2	The student will draft writing by creating a group draft, scripted by the teacher.

Standard 3: Revising

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

BENCHMARK CODE	BENCHMARK
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.

Standard 4: Editing for Language Conventions

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

BENCHMARK CODE	BENCHMARK
LA.K.3.4.1	The student will edit for correct use of knowledge of letter/sound relationships to

	spell simple words.
LA.K.3.4.2	The student will edit for correct use of capital letters to begin important words; and
LA.K.3.4.3	The student will edit for correct use of end punctuation, including periods, question marks, and exclamation points.

Standard 5: Publishing	
The student will write a final product for the intended audience.	
BENCHMARK CODE	BENCHMARK
LA.K.3.5.1	The student will produce, illustrate and share a finished piece of writing.

Strand: WRITING APPLICATIONS	
Standard 1: Creative	
The student develops and demonstrates creative writing.	
BENCHMARK CODE	BENCHMARK
LA.K.4.1.1	The student will create narratives by drawing, dictating, and/or using emergent writing; and
LA.K.4.1.2	The student will participate in writing simple stories, poems, rhymes, or song lyrics.

Standard 2: Informative	
The student develops and demonstrates informative writing that provides information related to real-world tasks.	
BENCHMARK CODE	BENCHMARK
LA.K.4.2.1	The student will 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	The student will participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps);
LA.K.4.2.3	The student will participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details;
LA.K.4.2.4	The student will participate in written communications with teacher as scribe, including friendly letters and thank-you notes; and
LA.K.4.2.5	The student will draw a simple map of the classroom.

Standard 3: Persuasive	
The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
BENCHMARK CODE	BENCHMARK
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.

Strand: COMMUNICATION

Standard 1: Penmanship

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

BENCHMARK CODE	BENCHMARK
LA.K.5.1.1	The student will print many uppercase and lowercase letters of the alphabet and recognize the difference between the two;
LA.K.5.1.2	The student will write from left to right and top to bottom of page;
LA.K.5.1.3	The student will recognize spacing between letters and words;
LA.K.5.1.4	The student will print own first and last name; and
LA.K.5.1.5	The student will understand the concept of writing and identifying numerals.

Standard 2: Listening and Speaking

The student effectively applies listening and speaking strategies.

BENCHMARK CODE	BENCHMARK
LA.K.5.2.1	The student will listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions);
LA.K.5.2.2	The student will listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;
LA.K.5.2.3	The student will repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns);
LA.K.5.2.4	The student will recite short poems, rhymes, songs, and stories with repeated patterns;
LA.K.5.2.5	The student will communicate effectively when relating experiences and retelling stories heard; and
LA.K.5.2.6	The student will use complete sentences when speaking.

Strand: INFORMATION AND MEDIA LITERACY

Standard 1: Informational Text

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

BENCHMARK CODE	BENCHMARK
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).

Standard 2: Research Process

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

BENCHMARK CODE	BENCHMARK
LA.K.6.2.1	The student will ask questions and recognize the library media specialist or teacher as an information source;
LA.K.6.2.2	The student will 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	The student will participate in creating a simple class report where the teacher is the scribe; and
LA.K.6.2.4	The student will recognize that authors, illustrators, and composers create informational sources.

Standard 3: Media Literacy	
The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
BENCHMARK CODE	BENCHMARK
LA.K.6.3.1	The student will recognize print and nonprint media; and
LA.K.6.3.2	The student will state the main idea after viewing print media.

Standard 4: Technology	
The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
BENCHMARK CODE	BENCHMARK
LA.K.6.4.1	The student will use technology (e.g., drawing tools, writing tools) resources to support learning.

Grade 1: Reading Process

Standard	ELSB Alignment
Concepts of Print Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.	
LA.1.1.1.1 <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. Supported	Building with Stories component-all levels Building with Sounds and Symbols: 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

<ul style="list-style-type: none"> • recognize that sentences are made of separate words; • turn pages front to back <p>Participatory</p> <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. 	<p>Objective 3-Levels Four to Seven Building with Stories component-all levels</p> <p>Objective 3, 4, 5-all levels</p> <p>Building with Stories component-all levels Building with Stories component-all levels</p>
<p>Phonemic Awareness Standard: The student demonstrates phonemic awareness</p>	
<p>LA.1.1.3.1 identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC);</p> <p>LA.1.1.3.2 blend three to five phonemes to form words;</p> <p>LA.1.1.3.3 segment single syllable words into individual phonemes</p> <p>LA.1.1.3.4 manipulate individual phonemes to create new words through addition, deletion, and substitution.</p>	<p>Objectives 8-all levels; Objective 9, 10, 11-Levels Two to Seven</p> <p>Objective 12-Levels Four to Seven</p> <p>Objectives 9, 10, 11-Levels Four to Seven</p> <p>--</p>
<p>Access Points for Students with Significant Cognitive Disabilities</p> <p>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>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 6-all levels</p> <p>Objectives 9, 10-Levels Two to Seven Objectives 11, 12-Levels Four to Seven</p> <p>Objective 2, Level A</p> <p>Objective 4-all levels</p>

Phonics/Word Analysis Standard

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

Access Points for Students with Significant Cognitive Disabilities

The student will

Independent

- 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.

Supported

- 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.

Participatory

The student will respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.

Objective 8-all levels

Objectives 9, 10-Levels Two to Seven

Objective 12-Levels Four to Seven

Objective 1, 2-all levels; Objective 14-Levels Six & Seven

Objective 14-all levels
Objective 4, Level A

Objective 4, Level A

Fluency Standard

The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

Access Points for Students with Significant Cognitive Disabilities:

The student will

Independent

- name ten or more letters and produce their sounds;
- read two or more words.

Supported

- name five or more letters.

Participatory

- 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.

Objective 8-all levels

Objectives 1, 2-all levels; Objective 13-Levels Six & Seven

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; 	<p>Objectives 1, 2, 5, 13, 14-all levels</p> <p>Objective 5-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"> 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. <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>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, 5, 13, 14-all levels</p> <p>Objective 5-all levels Objective 13-all levels</p> <p>Objectives 4, 5-all levels</p> <p>Objectives 1, 2, 13, 14-all levels</p> <p>Objective 5-all levels Objective 13-all levels</p> <p>Objectives 4, 5-all levels</p> <p>Objectives 1, 2, 13, 14-all levels</p> <p>Objective 5-all levels 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 (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a 	<p>Building with Stories component-all levels</p>	

purpose for reading	Building with Stories component-all levels
<p>Access Points for Students with Significant Cognitive Disabilities: The student will</p> <p><i>Independent</i></p> <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 important details (e.g., who, what, where) that relate to the author’s purpose in read-aloud stories. <p><i>Supported</i></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; • 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. <p><i>Participatory</i></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. 	<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>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> <p>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>Objective 2-Level A</p>
<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</p> <p>The student will</p> <p><i>Independent</i></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- 	<p>Objective 5-all levels; Building with Stories component-all levels</p> <p>Objective 5-all levels; Building with Stories</p>

<p>aloud stories;</p> <ul style="list-style-type: none"> • respond to read-aloud stories by contributing to a group discussion • identifying characters, actions, objects, setting, or events and connecting to life experiences; <p>Supported</p> <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 experience ▪ select and listen to a variety of stories and poems, based on interest and teacher recommendations, to begin building a core base of knowledge. <p>Participatory</p> <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; • 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>component-all levels Objective 5-all levels; Building with Stories component-all levels Objective 5-all levels; Building with Stories component-all levels</p> <p>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> <p>Objective 5-all levels; Building with Stories component-all levels</p> <p>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>Objective 5-all levels; Building with Stories component-all levels</p>
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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.

<p>Access Points for Students with Significant Cognitive Disabilities</p> <p>The student will</p> <p>Independent</p> <ul style="list-style-type: none"> • identify details in read-aloud informational text 	<p>Objective 5-all levels; Building with Stories</p>
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<p>using text features (e.g., illustrations, signs);</p> <ul style="list-style-type: none"> select and listen to a variety of nonfiction materials, based on interest and teacher recommendations, to begin building a core base of knowledge. <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>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>component-all levels Objective 5-all levels; Building with Stories component-all levels</p> <p>Building with Stories component-all levels</p> <p>Building with Stories component-all levels</p> <p>Objectives 2, 5-Level A</p> <p>Objective 5-all levels; Building with Stories component-all levels</p>
<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 (e.g., multi-step oral directions), solving problems, and following rules; <p>LA.1.5.2.2</p> <ul style="list-style-type: none"> retell specific details of information heard; <p>LA.1.5.2.3</p> <ul style="list-style-type: none"> listen attentively to fiction and nonfiction read-alouds and demonstrate understanding; <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>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>Access Points for Students with Significant Cognitive Disabilities</p> <p>The student will</p> <p>Independent</p> <ul style="list-style-type: none"> listen for informative purposes (e.g., following 	

GRADE: 2

Strand: READING PROCESS

Standard 4: Phonics/Word Analysis

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

BENCHMARK CODE	BENCHMARK
LA.2.1.4.1	The student will use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families);
LA.2.1.4.2	The student will apply knowledge of spelling patterns to identify syllables;
LA.2.1.4.3	The student will decode phonetically regular one-syllable and multi-syllable words in isolation and in context;
LA.2.1.4.4	The student will identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread);
LA.2.1.4.5	The student will recognize high frequency words;
LA.2.1.4.6	The student will recognize common abbreviations;
LA.2.1.4.7	The student will recognize and correctly use regular and irregular plurals; and
LA.2.1.4.8	The student will use self-correction when subsequent reading indicates an earlier misreading.

Standard 5: Fluency

The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

BENCHMARK CODE	BENCHMARK
LA.2.1.5.1	The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;
LA.2.1.5.2	The student will identify high frequency phonetically irregular words in context; and
LA.2.1.5.3	The student will adjust reading rate based on purpose, text difficulty, form, and style.

Standard 6: Vocabulary Development

The student uses multiple strategies to develop grade appropriate vocabulary.

BENCHMARK CODE	BENCHMARK
LA.2.1.6.1	The student will use new vocabulary that is introduced and taught directly;
LA.2.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;
LA.2.1.6.3	The student will use context clues to determine meanings of unfamiliar words;
LA.2.1.6.4	The student will categorize key vocabulary and identify salient features;
LA.2.1.6.5	The student will relate new vocabulary to familiar words;
LA.2.1.6.6	The student will identify base (root) words and common prefixes to determine the meanings of prefixed words;
LA.2.1.6.7	The student will identify antonyms, synonyms, and homophones;
LA.2.1.6.8	The student will determine the correct meaning of words with multiple meanings (e.g., mine) in context; and
LA.2.1.6.9	The student will determine meanings of unfamiliar words by using a dictionary and digital tools.

Standard 7: Reading Comprehension

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

BENCHMARK CODE	BENCHMARK
LA.2.1.7.1	The student will 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	The student will determine the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear;
LA.2.1.7.3	The student will summarize information in text, including but not limited to main idea, supporting details, and connections between texts;
LA.2.1.7.4	The student will identify cause-and-effect relationships in text;
LA.2.1.7.5	The student will 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	The student will identify themes or topics across a variety of fiction and nonfiction selections;
LA.2.1.7.7	The student will compare and contrast characters and settings in one text; and
LA.2.1.7.8	The student will 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.

Strand: LITERARY ANALYSIS

Standard 1: Fiction

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.

BENCHMARK CODE	BENCHMARK
LA.2.2.1.1	The student will 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	The student will 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	The student will identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood;
LA.2.2.1.4	The student will identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.2.2.1.5	The student will 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	The student will write a book report identifying character(s), setting, and sequence of events;
LA.2.2.1.7	The student will 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	The student will 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.

Standard 2: Nonfiction

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.

BENCHMARK CODE	BENCHMARK
LA.2.2.2.1	The student will recognize and understand the purpose of text features (e.g., simple table of

	contents, glossary, charts, graphs, diagrams, illustrations);
LA.2.2.2.2	The student will use explicitly stated information to answer a question;
LA.2.2.2.3	The student will distinguish among a variety of text (e.g., reference, practical/functional); and
LA.2.2.2.4	The student will 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.

Strand: WRITING PROCESS

Standard 1: Prewriting

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

BENCHMARK CODE	BENCHMARK
LA.2.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities);
LA.2.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece; and
LA.2.3.1.3	The student will prewrite by making a plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).

Standard 2: Drafting

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

BENCHMARK CODE	BENCHMARK
LA.2.3.2.1	The student will draft writing by maintaining focus on a single idea and developing supporting details; and
LA.2.3.2.2	The student will draft writing by organizing details into a logical sequence that has a clear beginning, middle and end and an awareness of audience.

Standard 3: Revising

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

BENCHMARK CODE	BENCHMARK
LA.2.3.3.1	The student will revise by 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	The student will revise by creating clarity by combining related simple sentences and sequencing new ideas into paragraphs;
LA.2.3.3.3	The student will revise by creating interest by incorporating descriptive words and supporting details, such as sensory language; and
LA.2.3.3.4	The student will revise by evaluating the composition, with the assistance of teacher, peer, checklist, or rubric.

Standard 4: Editing for Language Conventions

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

BENCHMARK CODE	BENCHMARK
LA.2.3.4.1	The student will edit for correct use of conventional spelling for high frequency words and

	regular plurals, simple suffixes and simple prefixes) to determine how to spell new words;
LA.2.3.4.2	The student will edit for correct use of capitalization, including initial word in a sentence, the pronoun I, and proper names;
LA.2.3.4.3	The student will edit for correct use of 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	The student will edit for correct use of nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., my/mine, his/her, hers);
LA.2.3.4.5	The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences;
LA.2.3.4.6	The student will edit for the correct use of end punctuation for compound sentences, statements, questions, and exclamations.

Standard 5: Publishing

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

BENCHMARK CODE	BENCHMARK
LA.2.3.5.1	The student will produce, illustrate, and share a variety of compositions.

Strand: WRITING APPLICATIONS

Standard 1: Creative

The student develops and demonstrates creative writing.

BENCHMARK CODE	BENCHMARK
LA.2.4.1.1	The student will 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	The student will compose simple stories, poems, riddles, rhymes, or song lyrics.

Standard 2: Informative

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

BENCHMARK CODE	BENCHMARK
LA.2.4.2.1	The student will 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	The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic;
LA.2.4.2.3	The student will write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information;
LA.2.4.2.4	The student will write communications, including friendly letters and thank-you notes; and
LA.2.4.2.5	The student will write simple directions to familiar locations using "left and right," and create a map that matches the directions.

Standard 3: Persuasive

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

BENCHMARK CODE	BENCHMARK
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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.
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Strand: COMMUNICATION

Standard 1: Penmanship

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

BENCHMARK CODE	BENCHMARK
LA.2.5.1.1	The student will demonstrate legible printing skills.

Standard 2: Listening and Speaking

The student effectively applies listening and speaking strategies.

BENCHMARK CODE	BENCHMARK
LA.2.5.2.1	The student will interpret information presented and seek clarification when needed;
LA.2.5.2.2	The student will begin to use language appropriate for different occasions, audiences, and topics;
LA.2.5.2.3	The student will use increasingly complex language patterns and sentence structure when communicating; and
LA.2.5.2.4	The student will listen politely to oral presentations by classmates.

Strand: INFORMATION AND MEDIA LITERACY

Standard 1: Informational Text

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

BENCHMARK CODE	BENCHMARK
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.

Standard 2: Research Process

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

BENCHMARK CODE	BENCHMARK
LA.2.6.2.1	The student will 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	The student will select and use a variety of appropriate reference materials to gather information and locate information using alphabetical order;
LA.2.6.2.3	The student will 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	The student will record the authors and titles of works.

Standard 3: Media Literacy

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

BENCHMARK CODE	BENCHMARK
LA.2.6.3.1	The student will recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and
LA.2.6.3.2	The student will identify types of mass communication (e.g., film, newspapers, radio, digital technology).

Standard 4: Technology

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

BENCHMARK CODE	BENCHMARK
LA.2.6.4.1	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and
LA.2.6.4.2	The student will use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories.

Grade 3

Standard

ELSB Alignment

Reading Process

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

Access Points for Students with Significant Cognitive Disabilities

<i>Independent:</i> The student will:	
- 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;	Building with Sounds and Symbols: Objective 9, Levels two to seven; Objective 11, Levels four to seven
- blend three to four phonemes to form words;	Building with Sounds and Symbols: Objective 12, Levels four to seven
- decode words with common long and short vowel spelling patterns (CVC and CVCe words);	
- decode phonetically regular CVC, CCVC, and CVCC words;	Building with Sounds and Symbols: Objectives 11, 12, Levels four to seven
- recognize high frequency sight words and contractions; and	(No contractions) Sight words use: Building with Sounds and Symbols: Objectives 1, 2, 4, Levels one to seven; Objective 13, Levels six and seven
- use self-correction when subsequent reading indicates an earlier misreading.	
<i>Supported:</i> The student will:	
- produce common sounds associated with ten or more letters;	Building with Sounds and Symbols: Objective 8, Levels one to seven; Objectives 9, 10, Levels two to seven; Objective 11, Levels four to seven

- identify, segment, and blend syllables and onset-and rime in familiar words;	No onset, rime patterns; for syllables, Building with Sounds and Symbols: Objectives 11, 12, Levels four to seven
- identify initial and final phonemes in CVC words;	Building with Sounds and Symbols: Objective 9, Levels two to seven; Objective 11, Levels four to seven
- blend sounds to decode VC and CVC words;	Building with Sounds and Symbols: Objective 12, Levels four to seven
- recognize high frequency sight words; and	Building with Sounds and Symbols: Objectives 1, 2, 4, Levels one to seven; Objective 13, Levels six and seven
- use self-correction when subsequent reading indicates an earlier misreading.	
<i>Participatory:</i> The student will respond to spoken words, gestures, signs, referent objects, pictures, or symbols used in daily activities.	The ELSB program is entirely teacher-prompted. Building with Sounds and Symbols: all Objectives, Levels; Building with Stories: all Objectives, Levels
<u>Fluency Standard:</u> The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
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.	Building with Sounds and Symbols: Objectives 1, 2, 4, Levels one to seven; Objective 13, Levels four to seven
<i>Supported:</i> The student will:	
- name ten or more letters and produce their sounds; and	Building with Sounds and Symbols: Objective 8, Levels one to seven; Objectives 9, 10, Levels two to seven; Objective 11, Levels four to seven
- read phonetically regular one-syllable words (CVC and VC).	Building with Sounds and Symbols: Objectives 11, 12, Levels four to seven
<i>Participatory:</i> The student will:	
- respond consistently to objects, gestures, signs, pictures, or symbols in one or more daily tasks; and	The ELSB program is entirely teacher-prompted. Building with Sounds and Symbols: all Objectives, Levels; Building with Stories Component; All Components, All Levels
- request continuation of a familiar daily task when it has been interrupted.	Building with Sounds and Symbols Component; Building with Stories Component
<u>Vocabulary Development Standard:</u> The student uses multiple strategies to develop grade- appropriate vocabulary.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- use new vocabulary that is introduced and taught directly;	Building with Sounds and Symbols: Objectives 2, 4, 13, 14, Levels one to seven; Objectives 4, 9, Level A
- listen to, read, and discuss stories and informational text;	Building with Sounds and Symbols: Objective 5, Levels one to seven
- use context clues and illustrations to determine meaning of unknown words;	Building with Sounds and Symbols: Objective 5, Levels one to seven
- categorize key vocabulary;	
- relate new vocabulary to familiar words;	Building with Sounds and Symbols: Objectives 1, 2, 4, 14, Levels one to seven
- 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.	
<i>Supported:</i> The student will:	
- use new vocabulary that is introduced and taught directly;	Building with Sounds and Symbols: Objectives 2, 4, 13, 14, Levels one to seven; Objectives 3, 4, 6, 9, Level A
- listen to and talk about stories and informational text;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objective 7, Level A
- identify the meaning of words paired with pictures or symbols;	Building with Sounds and Symbols: Objectives 1, 2, 4, 14, Levels one to seven; Objective 13, Levels six and seven; Objectives 3, 4, 6, 9, Level A; Building with Stories Component
- sort pictures paired with words into common categories;	
- relate new vocabulary to familiar words; and	Building with Sounds and Symbols: Objectives 13, 14, Levels one to seven; Objectives 6, 9, Level A
- use information from pictures, symbols, or text to determine the meaning of unknown words.	Building with Sounds and Symbols: Objectives 1, 2, 4, 14, Levels one to seven; Objective 13, Levels six and seven; Objectives 3, 4, 6, 9, Level A
<i>Participatory:</i> The student will:	
- respond to new vocabulary that is introduced and taught directly;	Building with Sounds and Symbols: Objectives 1, 2, 4, 13, 14, Levels one to seven; Objective 4, 6, 8, 9, Level A
- listen and respond to stories and informational text;	Building with Sounds and Symbols: Objective 5, Levels one through seven; Objective 7, Level A; Building with Stories Component
- identify familiar persons, objects, and actions by name in daily activities; and	Building with Sounds and Symbols: Objectives 5, 14, Levels one to seven; Objectives 2, 5, 6, 9, Level A; Building with Stories Component
- match objects, pictures, gestures, signs, or symbols to tasks in routines	
<u>Reading Comprehension Standard:</u> The student uses a variety of strategies to comprehend grade level text.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- preview text features (e.g., title, headings, illustrations) and use prior knowledge to make predictions of content of text;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 2, 5, 6, Level A; Building with Stories Component
- identify the author’s purpose (e.g., tell a story, give information) in familiar read-aloud text;	Building with Stories Component
- 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;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 2, 5, 6, Level A; Building with Stories Component
- 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.	

<i>Supported:</i> The student will:	
- preview text features (e.g., illustrations, title) and use prior knowledge to make predictions about a story;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 2, 5, 6, Level A; Building with Stories Component
- identify familiar books that tell stories;	Building with Stories Component
- identify details, including but not limited to who, what, and where, in read-aloud stories and informational text;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 2, 5, 6, Level A; Building with Stories Component
- 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.	
<i>Participatory:</i> The student will:	
- recognize referent objects, pictures, gestures, signs, or symbols used in daily classroom activities;	Building with Sounds and Symbols: Objectives 1, 5, 14, Levels one to seven; Objective 7, Level A; Building with Stories Component
- respond to pictures of characters, objects, or actions in familiar read aloud stories and informational text used in daily activities; and	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 2, 5, 6, Level A; Building with Stories Component
- seek assistance to clarify the meaning of pictures, symbols, gestures, signs, or words in classroom activities with prompting.	
Literary Analysis	
<u>Fiction Standard:</u> 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.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- identify common forms of literature (e.g., stories, poetry);	Building with Stories Component
- identify characters, settings, main problem, and sequence of events in fiction;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Building with Stories Component
- identify words that describe people, objects, and feelings in poetry;	Building with Sounds and Symbols: Objectives 5, 13, Levels one to seven, Building with Stories
- identify the main idea or topic of a literature selection;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Building with Stories Component
- respond to a read-aloud literature selection by relating the main idea or events to life experiences;	Building with Sounds and Symbols: Objectives 5, 14, Levels one to seven; Building with Stories Component
- 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.	Building with Stories Component
<i>Supported:</i> The student will:	

- identify common forms of literature (e.g. familiar stories, rhyming poetry);	
- identify characters, settings, and actions in read-aloud fiction;	Building with Sounds and Symbols: Objective 5, Levels one to seven ; Building with Stories Component
- identify words that describe people in read-aloud poetry;	
- identify the topic of a familiar literature selection;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Building with Stories Component
- contribute to a group response to read aloud literature by connecting characters, actions, settings, or events to life experiences;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Building with Stories Component
- 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.	Building with Stories Component
<i>Participatory:</i> The student will:	
- respond to patterns of language in read-aloud literature (e.g., predictable books, poetry);	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objective 7, Level A; Building with Stories Component
- identify characters or objects in familiar stories;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Building with Stories Component
- use referent objects, gestures, signs, pictures, symbols, or words to respond to characters, objects, or actions from a familiar read-aloud story; and	The entire ELSB Program can be used with AAC (to respond). For: All Components, All Levels (excluding A).
- express a preference for familiar read aloud stories, or poems, based on interest and teacher recommendations, to continue building a core foundation of knowledge.	Building with Stories Component
<u>Nonfiction Standard:</u> 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.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- identify text features (e.g., title, headings, illustrations);	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objective 7, Level A; Building with Stories Component
- use information from read-aloud text with graphics to answer literal questions;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objective 7, Level A; Building with Stories Component
- identify main ideas or topics in nonfiction text;	Buil
- 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.	Building with Stories Component
<i>Supported:</i> The student will:	
- identify text features (e.g., illustrations, title);	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objective 7, Level A; Building

	with Stories Component
- use information in pictures, symbols, and words to answer literal questions;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objective 7, Level A; Building with Stories Component
- identify topics in nonfiction read-aloud text;	
- identify familiar nonfiction pictures, symbols, or read-aloud text (e.g. photographs, signs); and	Building with Sounds and Symbols: All Objectives, Levels; Building with Stories Component
- select nonfiction materials to listen to based on interest and teacher recommendations, to continue building a core foundation of knowledge	Building with Stories Component
<i>Participatory</i> : The student will:	
- recognize referent objects, pictures, or symbols used in daily classroom activities;	Building with Sounds and Symbols: All Objectives, Levels (including Level A); Building with Stories Component
- respond purposefully to referent objects or pictures of persons, objects, or actions in familiar read-aloud informational text used in daily activities;	All ELSB is cue, prompt dependent. Building with Sounds and Symbols: All Objectives, Levels(including Level A); Building with Stories Component
- respond to differences in referent objects, gestures, signs, pictures, or symbols used in routines;	
- express a preference for familiar read aloud nonfiction, based on interest and teacher recommendations, to continue building a core foundation of knowledge.	Building with Stories Component

Writing Process

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

Access Points for Students with Significant Cognitive Disabilities

<i>Independent</i> : The student will pre-write by:	
- 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	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
- identifying the purpose for writing (e.g. inform, tell a story).	
<i>Supported</i> : The student will pre-write 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)	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
<i>Participatory</i> : The student will associate information or wants and needs with referent objects, gestures, signs, pictures, symbols, or words.	All Components, All Levels

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

Access Points for Students with Significant Cognitive Disabilities

<i>Independent</i> : The student will draft write by:	
- creating a picture;	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
- developing a description of topics or experiences; and	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
- sequencing ideas in a logical manner.	
<i>Supported</i> : The student will draft write by:	

- creating a picture; and	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
- dictating words, phrases, or sentences to tell a story or describe the picture	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
<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.	All Components, All Levels
<u>Revising Standard:</u> The student will revise and refine the draft for clarity and effectiveness	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will revise the draft by:	
- 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:	
- 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.	All Components, All Levels
<u>Editing for Language Conventions Standard:</u> The student will edit and correct the draft for standard language conventions	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will edit for correct use of:	
- 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:	
- 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.	All Components, All Levels
<u>Publishing Standard:</u> The student will write a final product for the intended audience.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- produce writing that is clear, legible, and appropriate for the purpose; and	
- share the writing with others.	Building with Sounds and Symbols: Objective 14, L one to seven; Objective 9, Level A

<i>Supported:</i> The student will:	
- produce pictures with legible and understandable stories or descriptions; and	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
- 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	All Components, All Levels
Writing Applications	
<u>Creative Standard:</u> The student develops and demonstrates creative writing.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- write a narrative that includes a main idea and characters; and	
- contribute to group writing of poetry, rhymes, or songs.	
<i>Supported:</i> The student will:	
- produce a narrative by creating a picture that tells a story about familiar persons, objects, or actions with dictated words and phrases;	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
- recite poetry, rhymes, and chants with expression; and	
- contribute to group recitation of poetry, rhymes, and chants with expression.	
<i>Participatory:</i> The student will:	
- communicate information that tells about familiar persons, objects, and actions; and	All Components, All Levels
- respond to patterns of language in read-aloud poems, rhymes, and songs.	
<u>Informative Standard:</u> The student develops and demonstrates technical writing that provides information related to real-world tasks.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- 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.	
<i>Supported:</i> The student will:	
- 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.	
<i>Participatory:</i> The student will:	

- express wants and needs;	All Components, All Levels
- communicate information about daily activities; and	All Components, All Levels
- communicate information about familiar persons, objects, or actions using non-verbal expression, gestures, signs, pictures, symbols, or words.	All Components, All Levels
<u>Persuasive Standard:</u> The student develops and demonstrates persuasive writing that is used for the purpose of influencing 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.	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
<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.	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
<i>Participatory:</i> The student will communicate a preference for familiar persons, objects, or actions in daily activities.	All Components, All Levels
Communication	
<u>Penmanship Standard:</u> The student engages in the writing process and writes to communicate ideas and experiences.	
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	All Components, All Levels
<u>Listening and Speaking Standard:</u> The student effectively applies listening and speaking strategies.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- 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:	
- 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:	
- attend to oral presentations (e.g. stories, songs, verbal messages); and	All Components, All Levels
- use language and nonverbal expression to communicate in daily group activities	All Components, All Levels
Information and Media Literacy	
<u>Informational Text Standard:</u> The student comprehends the wide array of informational text that is part of our day to day experiences.	
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.	All Components, All Levels
<u>Research Process Standard:</u> The student uses a systematic process for the collection, processing, and presentation of information.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- 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	All Components, All Levels
- identify titles, authors, and illustrators of books.	Building with Stories Component
<i>Supported:</i> The student will:	
- 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	All Components, All Levels
- identify titles and authors on the covers of familiar books.	Building with Stories Component
<i>Participatory:</i> The student will:	
- select a familiar object to explore;	Level A
- explore and interact with the functions of the selected object;	Level A
- communicate about the selected object using nonverbal expression, gestures, signs, pictures, symbols, or words; and	All Components, All Levels
- recognize familiar books or print materials.	Building with Stories Component
<u>Media Literacy Standard:</u> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- 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).	
<i>Supported:</i> The student will:	
- identify details in print media (e.g. pictures, symbols, text); and	
- recognize basic production elements used in familiar media messages (e.g. color, sound).	
<i>Participatory:</i> The student will:	
- 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.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- use appropriate available technologies to enhance communication; and	All Objectives, All Levels
- use digital tools (e.g. writing, drawing software) to produce pictures, letters, and words.	All Objectives, All Levels
<i>Supported:</i> The student will:	
- use an appropriate available technology to enhance communication; and	All Objectives, All Levels
- use digital tools (e.g., writing, drawing software) to produce pictures, letters, or words.	All Objectives, All Levels
<i>Participatory:</i> The student will:	
- use an appropriate available technology to enhance communication; and	All Objectives, All Levels
- use technology resources to support learning.	All Components, All Levels
Grade 4	
Standard	ELSB Alignment
Subject Grade Strand Standard Benchmarks	
Reading Process	
Phonics/Word Analysis Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- 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;	Building with Sounds and Symbols: Objective 9, Levels two to seven; Objective 11, Levels four to seven
- decode words with common consonant and vowel digraphs;	Building with Sounds and Symbols: Objectives 11/12, Levels four to seven
- decode words with r-controlled vowels;	
- recognize high frequency sight words;	Building with Sounds and Symbols: Objectives 1/2/4/13, Levels one to seven; Objective 13, Levels six and seven; Building with Stories Component
- recognize regular plurals; and	
- use self-correction when subsequent reading indicates an earlier misreading.	
<i>Supported:</i> The student will:	
- produce the most common sounds associated with all letters of the alphabet;	Building with Sounds and Symbols: Objective 8, Levels one to seven; Objectives 9/10, Levels two to seven; Objective 11, Levels four to seven

- blend and segment individual phonemes in selected CVC words;	Building with Sounds and Symbols: Objectives 11/12, Levels four to seven
- decode phonetically regular words;	Building with Sounds and Symbols: Objectives 11/12, Levels four to seven
- recognize high frequency sight words; and	Building with Sounds and Symbols: Objectives 1/2/4/13, Levels one to seven; Objective 13, Levels six and seven
- 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.	ELSB Program is entirely teacher-prompted. Building with Sounds and Symbols: All Objectives, All Levels; Building with Stories Component
Fluency Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
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.	Building with Sounds and Symbols: Objectives 1/2/4, Levels one to seven; Objective 13, Levels six and seven
<i>Supported:</i> The student will read text with high frequency sight words and phonetically regular one-syllable words with accuracy.	Building with Sounds and Symbols: Objectives 1/2/4, Levels one to seven; Objective 13, Levels six and seven
<i>Participatory:</i> The student will:	
- respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities; and	Building with Sounds and Symbols: Objectives 4/8, Level A
- identify pictures or symbols paired with words to indicate the next step in a familiar daily activity.	Building with Sounds and Symbols: Objectives 4/8, Level A
Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- use new vocabulary that is introduced and taught directly;	Building with Sounds and Symbols: Objectives 2/4/13/14, Levels one to seven; Objectives 4/9, Level A
- listen to, read, and discuss stories and informational text;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Building with Stories Component
- use context clues and illustrations to determine the meaning of unknown words;	
- categorize key vocabulary;	
- relate new vocabulary to familiar words;	Building with Sounds and Symbols: Objectives 1/2/4/14, Levels one to seven; Objective 13, Levels six and seven; Objectives 3/4/6/9, Level A
- 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.	
<i>Supported:</i> The student will:	
- use new vocabulary that is introduced and taught directly;	Building with Sounds and Symbols: Objectives 2/4/13/14, Levels one to seven; Objectives 4/9, Level A

- listen to, read, and talk about stories and informational text;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Building with Stories Component
- categorize pictures;	
- relate new vocabulary to familiar words;	Building with Sounds and Symbols: Objectives 1/2/4/14, Levels one to seven; Objective 13, Levels six and seven; Objectives 3/4/6/9, Level A
- 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.	Using pictures (not picture dictionaries) only: Building with Sounds and Symbols: Objectives 1/2/4, Levels one to seven; Objective 13, Levels six and seven
<i>Participatory:</i> The student will:	
- respond to new vocabulary that is introduced and taught directly;	Building with Sounds and Symbols: Objectives 1/2/4/13/14, Levels one to seven; Objectives 4/6/8/9, Level A
- listen and respond to stories and informational text;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objective 7, Level A; Building with Stories Component
- identify persons, objects, and actions by name in daily activities; and	Building with Sounds and Symbols: Objectives 5/14, Levels one to seven; Objectives 2/5/6/9, Level A; Building with Stories Component
- Select objects, pictures, or symbols paired with words that relate to familiar stories or activities.	Building with Sounds and Symbols: Objective 13, Levels six and seven; Objective 4, Lessons three to five, Level A; Objective 8, Level A (all lessons)
Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- preview text features (e.g. illustrations, title, headings, captions) and use prior knowledge to make predictions of content and purpose of text;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 2/5/6, Level A; Building with Stories Component
- identify the author’s purpose (e.g. tell a story and give information) in text;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 2/5/6, Level A; Building with Stories Component
- 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;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 2/5/6, Level A; Building with Stories Component
- 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	Building with Sounds and Symbols: Objective 5, Levels one to seven; Building with Stories Component
- 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.	
<i>Supported:</i> The student will:	

- preview text features (e.g. illustrations, title) and use prior knowledge to make predictions of content of stories and informational text;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 2/5/6, Level A; Building with Stories Component
- identify text that tells a story;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 2/5/6, Level A; Building with Stories Component
- determine main idea and supporting details, including but not limited to who, what, where, and when in read aloud stories and informational text;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 2/5/6, Level A; Building with Stories Component
- 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.	
<i>Participatory:</i> The student will:	
- identify pictures of characters or objects in read-aloud stories or informational text;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 2/5/6, Level A; Building with Stories Component
- respond accurately and consistently to pictures of characters or objects in familiar read-aloud stories and informational text used in daily activities;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 2/5/6, Level A; Building with Stories Component
- 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.	
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.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- distinguish among common forms of literature (e.g. stories, poetry);	
- identify characters, settings, and problem/solution in a variety of fiction;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Building with Stories Component
- identify general feelings and ideas communicated in poetry;	
- identify the main idea or topic of a literature selection;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Building with Stories Component
- respond to literature selection by describing how the story connects to life experiences;	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
- 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.	Building with Stories Component
<i>Supported:</i> The student will:	
- identify common forms of literature (e.g. stories, rhyming poetry);	
- identify characters, settings, actions, and events in read-aloud fiction;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Building with Stories Component
- identify words that describe people, objects, and actions in poetry;	
- identify the topic of a familiar literature selection;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Building with Stories Component
- contribute to a group response connecting characters, actions, settings, or events in read-aloud literature to life experiences by creating pictures and dictation;	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
- 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.	Building with Stories Component
<i>Participatory:</i> The student will:	
- identify characters or objects in read aloud prose and poetry;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objective 7, Level A
- 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	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 2/5/6/7, Level A; Building with Stories Component
- express a preference for familiar read-aloud stories or poems, based on interest and teacher recommendations, to continue building a core foundation of knowledge.	Building with Stories Component
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.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- obtain information from text features (e.g. illustrations, title, headings, captions);	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objective 7, Level A; Building with Stories Component
- use explicit information from nonfiction text to	Building with Sounds and Symbols: Objective 5, Levels one to

answer questions related to explicitly stated main idea and supporting details (e.g. who, what, where, when, how);	seven; Building with Stories Component
- identify main ideas or topics in nonfiction text;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objective 7, Level A; Building with Stories Component
- 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.	Building with Stories Component
<i>Supported:</i> The student will:	
- obtain information from text features (e.g. illustrations, title);	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objective 7, Level A; Building with Stories Component
- 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);	Building with Sounds and Symbols: Objective 5, Levels one to seven; Building with Stories Component
- identify topics in nonfiction read-aloud text;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objective 7, Level A; Building with Stories Component
- 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.	Building with Stories Component
<i>Participatory:</i> The student will:	
- identify referent objects, pictures, or symbols used in daily classroom activities;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 2/5/6/8, Level A; Building with Stories Component
- respond purposefully to referent objects, pictures or symbols and informational text used in daily activities;	All Components, All Levels
- 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.	Building with Stories Component

Writing Process

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

Access Points for Students with Significant Cognitive Disabilities

<i>Independent:</i> The student will prewrite by:	
- 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);	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
- determining the purpose (e.g. inform, tell a story) and intended audience for writing; and	
- organizing ideas using a simple web or list.	

<i>Supported:</i> The student will prewrite by:	
- 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	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
- identifying the purpose of writing (e.g. tell a story, give information).	
<i>Participatory:</i> The student will associate preferences or information about familiar activities with pictures, symbols, or words.	All Components, All Levels
<u>Drafting Standard:</u> The student will write a draft appropriate to the topic, audience, and purpose.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will draft write by:	
- describing topics based on ideas developed in a plan; and	
- organizing the ideas according to the purpose of the writing.	
<i>Supported:</i> The student will draft write by:	
- creating a picture and dictating sentences that tell a story or describe the picture; and	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
- communicating ideas according to the purpose.	
<i>Participatory:</i> The student will make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.	All Components, All Levels
<u>Revising Standard:</u> The student will revise and refine the draft for clarity and effectiveness.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will revise the draft by:	
- 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:	
- 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.	All Components, All Levels
<u>Editing for Language Conventions Standard:</u> The student will edit and correct the draft for standard language conventions	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will edit for correct use of:	

- 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	
<i>Supported:</i> The student will edit for correct use of:	
- 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.	
<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.	All Components, All Levels
<u>Publishing Standard:</u> The student will write a final product for the intended audience.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- produce writing that is clear, legible, and appropriate for the purpose; and	
- share the writing with the intended audience.	
<i>Supported:</i> The student will:	
- produce pictures with legible and understandable stories or descriptions; and	
- share the picture stories with others.	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
<i>Participatory:</i> The student will effectively communicate information or preferences about familiar activities using pictures, symbols, or words.	All Components, All Levels
Writing Applications	
<u>Creative Standard:</u> The student develops and demonstrates creative writing.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- write narratives that includes a main idea, characters, and sequence of events; and	
- write poems based on simple rhythm and rhyme patterns.	
<i>Supported:</i> The student will:	
- produce narratives by creating pictures that tell a story about familiar persons, objects, or events with dictated phrases or sentences; and	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
- complete lines in poetry following patterns for rhythm and rhyme	

<i>Participatory:</i> The student will:	
- communicate information that tells about familiar persons, objects, and activities; and	All Components, All Levels
- respond to patterns of language in read-aloud poems, rhymes, and songs.	
<u>Informative Standard:</u> The student develops and demonstrates technical writing that provides information related to real-world tasks.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- write in an expository form (e.g. daily journal, log);	
- Record information (e.g. lists, labels, charts) related to a topic;	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
- 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).	
<i>Supported:</i> The student will:	
- Record expository information by creating pictures and dictating labels, lists, or observations;	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
- 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.	
<i>Participatory:</i> The student will:	
- communicate about persons, objects, or actions using pictures, symbols, or words;	All Components, All Levels
- communicate information about daily activities;	All Components, All Levels
- use gestures and expressions to greet others; and	All Components, All Levels
- express preferences or choices	All Components, All Levels
<u>Persuasive Standard:</u> The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
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.	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A
<i>Participatory:</i> The student will communicate preferences for familiar persons, objects, or actions in a variety of daily activities.	All Components, All Levels
Communication	
<u>Penmanship Standard:</u> The student engages in the writing process and writes to communicate ideas and experiences.	
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.	All Components, All Levels
<u>Listening and Speaking Standard:</u> The student effectively applies listening and speaking strategies.	
Access Points for Students with Significant Cognitive Disabilities	
<i>Independent:</i> The student will:	
- listen to information presented orally and identify key points;	
- listen attentively to familiar speakers and note key points;	All Components, All Levels
- 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.	
<i>Supported:</i> The student will:	
- listen to information presented orally and answer who, what, where, and when questions about key points;	Building with Sounds and Symbols: Objective 5, Levels one to seven; Objective 7, Level A; Building with Stories Component
- listen attentively to familiar speakers and comment about information presented;	All Components, All Levels
- ask questions and respond to familiar speakers; and	
- describe personal experiences using appropriate oral language choices for the situation.	
<i>Participatory:</i> The student will:	
- listen and respond to information presented orally;	All Components, All Levels
- listen and respond purposefully to familiar persons; and	All Components, All Levels
- communicate information in daily classroom activities and routines.	All Components, All Levels
Information and Media Literacy	
<u>Informational Text Standard:</u> The student comprehends the wide array of informational text that is part of our day to day experiences.	
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.	To answer literal questions only: Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 6/7/9, Level A; Building with Stories Component
<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.	To answer literal questions only: Building with Sounds and Symbols: Objective 5, Levels one to seven; Objectives 6/7/9, Level A; Building with Stories Component
<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.

Access Points for Students with Significant Cognitive Disabilities

<i>Independent:</i> The student will:	
- 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.	
<i>Supported:</i> The student will:	
- 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	Building with Sounds and Symbols: Objective 14, Levels one to seven; Objective 9, Level A; Building with Stories Component
- identify the materials used to answer search questions.	Building with Stories Component
<i>Participatory:</i> The student will:	
- select a familiar object to explore;	Level A
- explore the features and interact with the functions of the selected object;	Level A
- communicate about the selected object using pictures, symbols, or words; and	All Components, All levels
- identify familiar books or print materials.	Building with Stories Component

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

Access Points for Students with Significant Cognitive Disabilities

<i>Independent:</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.	
<i>Supported:</i> The student will:	
- identify information communicated in print; and	
- recognize basic production elements (e.g. color, sound) used in media.	
<i>Participatory:</i> The student will:	
- respond to familiar print or graphic materials; and	Reading “All About Moe” book, all levels; rereading favorite Building with Stories book, Building with Stories component
- 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.

Access Points for Students with Significant Cognitive Disabilities

<i>Independent:</i> The student will:	
- use appropriate available technologies to enhance communication; and	All Components, All Levels
- use digital tools (e.g. writing, drawing software) for publishing information or a story.	All Components, All Levels
<i>Supported:</i> The student will:	
- use an appropriate available technology to enhance communication; and	All Components, All Levels
- use digital tools (e.g. writing, drawing software) to produce pictures, letters, or words.	All Components, All Levels
<i>Participatory:</i> The student will:	
- use an appropriate available technology to enhance communication; and	All Components, All Levels
- use technology to communicate information or preferences.	All Components, All Levels