

<b>LA. 3.1.4 Phonics/Word Analysis</b>	<b>Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.</b>	
<p>The student will:</p> <p>LA.3.1.4.1 - use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words;</p> <p>LA.3.1.4.2 - use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families;</p> <p>LA.3.1.4.3 - decode multi-syllabic words in isolation and in context; and</p> <p>LA.3.1.4.4 - use self-correction when subsequent reading indicates an earlier misreading.</p>	<p>The student will:</p> <p>LA.4.1.4.1 - recognize knowledge of spelling patterns;</p> <p>LA.4.1.4.2 - use structural analysis; and</p> <p>LA.4.1.4.3 - use language structure to read multi-syllabic words in text.</p> <p>The student will:</p> <p>LA.5.1.4.1 - understand spelling patterns;</p> <p>LA.5.1.4.2 - recognize structural analysis; and</p> <p>LA.5.1.4.3 - use language structure to read multi-syllabic words in text.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<p><b>3</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- manipulate individual phonemes in CVC words through addition, deletion, and substitution;</li> <li>- identify and segment initial, final, and medial phonemes in CVC, CCVC, and CVCC words;</li> <li>- blend three to four phonemes to form words;</li> <li>- decode words with common long and short vowel spelling patterns (CVC and CVCe words);</li> <li>- decode phonetically regular CVC, CCVC, and CVCC words;</li> <li>- recognize high frequency sight words and contractions; and</li> <li>- use self-correction when subsequent reading indicates an earlier misreading.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- produce common sounds associated with ten or more letters;</li> <li>- identify, segment, and blend syllables and onset-and rime in familiar words;</li> <li>- identify initial and final phonemes in CVC words;</li> <li>- blend sounds to decode VC and CVC words;</li> <li>- recognize high frequency sight words; and</li> <li>- use self-correction when subsequent reading indicates an earlier misreading.</li> </ul>	<p><b>Participatory:</b> The student will respond to spoken words, gestures/signs, referent objects, pictures, or symbols used in daily activities.</p>
<p><b>4</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- manipulate individual phonemes in CVC, CCVC, and CVCC words through addition, deletion, and substitution;</li> <li>- identify and segment initial, final, and medial phonemes in words with common spelling patterns;</li> <li>- decode words with common consonant and vowel digraphs;</li> <li>- decode words with r-controlled vowels;</li> <li>- recognize high frequency sight words; - recognize regular plurals; and</li> <li>- use self-correction when subsequent reading indicates an earlier misreading.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- produce the most common sounds associated with all letters of the alphabet;</li> <li>- blend and segment individual phonemes in selected CVC words;</li> <li>- decode phonetically regular words;</li> <li>- recognize high frequency sight words; and</li> <li>- use self-correction when subsequent reading indicates an earlier misreading.</li> </ul>	<p><b>Participatory:</b> The student will respond to pictures or symbols paired with spoken words in one or more daily activities.</p>
<p><b>5</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify phonemes in common spelling patterns, including blends, digraphs, and diphthongs;</li> <li>- decode words with consonant and vowel digraphs and common vowel diphthongs;</li> <li>- decode compound words and contractions;</li> <li>- recognize words with possessives and inflections (-ed, -ing);</li> <li>- decode phonetically regular multisyllabic words;</li> <li>- recognize high frequency words with irregular spellings;</li> <li>- recognize common abbreviations; and</li> <li>- use self-correction when subsequent reading indicates an earlier misreading.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify, blend, and segment initial, final, and medial phonemes in CVC and CVCe words;</li> <li>- decode phonetically regular words with common long and short vowel spelling patterns;</li> <li>- recognize high frequency sight words; and</li> <li>- use self-correction when subsequent reading indicates an earlier misreading.</li> </ul>	<p><b>Participatory:</b> The student will respond to pictures or symbols paired with spoken words in daily activities.</p>

LA. 3.1.5 Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
<p>The student will:            LA.3.1.5.1 - apply letter-sound knowledge to decode unknown words quickly and accurately in context;            and            LA.3.1.5.2 - adjust reading rate based on purpose, text difficulty, form, and style.</p> <p>The student will:            LA.4.1.5.1 - demonstrate the ability to read grade level text; and            LA.4.1.5.2 - adjust reading rate based on purpose, text difficulty, form, and style.</p>		<p>The student will:            LA.5.1.5.1 - demonstrate the ability to read grade level text; and            LA.5.1.5.2 - adjust reading rate based on purpose, text difficulty, form, and style.</p>	
Access Points for Students with Significant Cognitive Disabilities			
3	<p><b>Independent:</b> The student will read text with high frequency sight words and phonetically regular words with accuracy.</p>	<p><b>Supported:</b> The student will:            - name ten or more letters and produce their sounds; and            - read phonetically regular one-syllable words (CVC and VC).</p>	<p><b>Participatory:</b> The student will:            - respond consistently to objects, gestures/signs, pictures, or symbols in one or more daily tasks; and            - request continuation of a familiar daily task when it has been interrupted.</p>
4	<p><b>Independent:</b> The student will read text with high frequency sight words and phonetically regular words with accuracy.</p>	<p><b>Supported:</b> The student will read text with high frequency sight words and phonetically regular one-syllable words with accuracy.</p>	<p><b>Participatory:</b> The student will:            - respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities; and            - identify pictures or symbols paired with words to indicate the next step in a familiar daily activity.</p>
5	<p><b>Independent:</b> The student will read text with high frequency sight words and phonetically regular words with accuracy.</p>	<p><b>Supported:</b> The student will read simple text with high frequency sight words and phonetically regular words with accuracy.</p>	<p><b>Participatory:</b> The student will:            - respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities; and            - identify pictures or symbols paired with words to indicate the next step in familiar daily activities.</p>

<b>LA.3.1.6 Vocabulary Development</b>	<b>Standard: The student uses multiple strategies to develop grade appropriate vocabulary.</b>
<p>The student will:</p> <p>LA.3.1.6.1 - use new vocabulary that is introduced and taught directly;</p> <p>LA.3.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;</p> <p>LA.3.1.6.3 - use context clues to determine meanings of unfamiliar words;</p> <p>LA.3.1.6.4 - categorize key vocabulary and identify salient features;</p> <p>LA.3.1.6.5 - relate new vocabulary to familiar words;</p> <p>LA.3.1.6.6 - identify “shades of meaning” in related words (e.g., blaring, loud);</p> <p>LA.3.1.6.7 - use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words;</p> <p>LA.3.1.6.8 - use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;</p> <p>LA.3.1.6.9 - determine the correct meaning of words with multiple meanings in context; and</p> <p>LA.3.1.6.10 - determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.</p> <p>The student will:</p> <p>LA.4.1.6.1 - use new vocabulary that is introduced and taught directly;</p> <p>LA.4.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;</p> <p>LA.4.1.6.3 - use context clues to determine meanings of unfamiliar words;</p> <p>LA.4.1.6.4 - categorize key vocabulary and identify salient features;</p>	<p>LA.4.1.6.5 - relate new vocabulary to familiar words;</p> <p>LA.4.1.6.6 - identify “shades of meaning” in related words (e.g., blaring, loud);</p> <p>LA.4.1.6.7 - use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;</p> <p>LA.4.1.6.8 - use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;</p> <p>LA.4.1.6.9 - determine the correct meaning of words with multiple meanings in context; and</p> <p>LA.4.1.6.10 - determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.</p> <p>The student will:</p> <p>LA.5.1.6.1 - use new vocabulary that is introduced and taught directly;</p> <p>LA.5.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;</p> <p>LA.5.1.6.3 - use context clues to determine meanings of unfamiliar words;</p> <p>LA.5.1.6.4 - categorize key vocabulary and identify salient features;</p> <p>LA.5.1.6.5 - relate new vocabulary to familiar words;</p> <p>LA.5.1.6.6 - identify “shades of meaning” in related words (e.g., blaring, loud);</p> <p>LA.5.1.6.7 - use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;</p> <p>LA.5.1.6.8 - use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;</p> <p>LA.5.1.6.9 - determine the correct meaning of words with multiple meanings in context;</p> <p>LA.5.1.6.10 - determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and</p> <p>LA.5.1.6.11 - use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</p>

<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<b>3</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly;</li> <li>- listen to, read, and discuss stories and informational text;</li> <li>- use context clues and illustrations to determine meaning of unknown words;</li> <li>- categorize key vocabulary;</li> <li>- relate new vocabulary to familiar words;</li> <li>- identify common antonyms;</li> <li>- identify the correct meaning of a word with multiple meanings <b>in context</b>; and</li> <li>- determine the meaning of words using a picture dictionary and digital tools.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly;</li> <li>- listen to and talk about stories and informational text;</li> <li>- identify the meaning of words paired with pictures or symbols;</li> <li>- sort pictures paired with words into common categories;</li> <li>- relate new vocabulary to familiar words; and</li> <li>- use information from pictures, symbols, or text to determine the meaning of unknown words.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- respond to new vocabulary that is introduced and taught directly;</li> <li>- listen and respond to stories and informational text;</li> <li>- identify familiar persons, objects, and actions by name in daily activities; and</li> <li>- match objects, pictures, gestures/ signs, or symbols to tasks in routines.</li> </ul>
<b>4</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly;</li> <li>- listen to, read, and discuss stories and informational text;</li> <li>- use context clues and illustrations to determine the meaning of unknown words;</li> <li>- categorize key vocabulary;</li> <li>- relate new vocabulary to familiar words;</li> <li>- use knowledge of individual words to predict meaning of unknown compound words;</li> <li>- identify common synonyms and antonyms;</li> <li>- determine the correct meaning of a word with multiple meanings in context; and</li> <li>- determine the meaning of unknown words using a picture dictionary and digital tools.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly;</li> <li>- listen to, read, and talk about stories and informational text;</li> <li>- categorize pictures;</li> <li>- relate new vocabulary to familiar words;</li> <li>- identify common antonyms using pictures;</li> <li>- identify the meaning of words that show spatial and temporal relationships (e.g., up/down, before/ after); and</li> <li>- use information from print or visual reference materials to determine the meaning of unknown words.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- respond to new vocabulary that is introduced and taught directly;</li> <li>- listen and respond to stories and informational text;</li> <li>- identify persons, objects, and actions by name in daily activities; and</li> <li>- select objects, pictures, or symbols paired with words that relate to familiar stories or activities.</li> </ul>
<b>5</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly;</li> <li>- listen to, read, and discuss stories and informational text;</li> <li>- use context clues and graphics to determine meanings of unknown words;</li> <li>- categorize key vocabulary;</li> <li>- relate new vocabulary to familiar words;</li> <li>- identify the meaning of words using knowledge of tense(-ed,-ing), plural endings, and regular contractions</li> <li>- identify common synonyms, antonyms, and homonyms</li> <li>- identify the correct meaning of a word with multiple meanings in context; and</li> <li>- determine the meaning of unknown words using a picture dictionary and digital tools.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly;</li> <li>- listen to, read, and talk about stories and informational text;</li> <li>- use context clues and illustrations to determine meanings of unknown words;</li> <li>- categorize key vocabulary;</li> <li>- relate new vocabulary to familiar words;</li> <li>- identify common synonyms, antonyms, and compound words using pictures; and</li> <li>- use information from print or visual reference materials to determine the meaning of unknown words.</li> </ul>	<p><b>Participatory:</b> <i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>- respond to new vocabulary that is introduced and taught directly;</li> <li>- listen and respond to stories and informational text;</li> <li>- identify persons, objects, and actions by name in daily activities; and</li> <li>- select objects, pictures, or symbols paired with words that relate to familiar stories or activities.</li> </ul>

LA.3.1.7 Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
<p>The student will:</p> <p>LA.3.1.7.1 - identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;</p> <p>LA.3.1.7.2 - identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text;</p> <p>LA.3.1.7.3</p> <p>- determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events;</p> <p>LA.3.1.7.4 - identify cause-and-effect relationships in text;</p> <p>LA.3.1.7.5 - identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;</p> <p>LA.3.1.7.6 - identify themes or topics across a variety of fiction and nonfiction selections;</p> <p>LA.3.1.7.7 - compare and contrast elements, settings, characters, and problems in two texts; and</p> <p>LA.3.1.7.8</p> <p>- 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.</p> <p>The student will:</p> <p>LA.4.1.7.1 - identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);</p> <p>LA.4.1.7.2 - identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text;</p> <p>LA.4.1.7.3</p> <p>- determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;</p>	<p>LA.4.1.7.4 - identify cause-and-effect relationships in text;</p> <p>LA.4.1.7.5 - identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;</p> <p>LA.4.1.7.6 - identify themes or topics across a variety of fiction and nonfiction selections;</p> <p>LA.4.1.7.7 - compare and contrast elements in multiple texts (e.g., setting, characters, problems); and</p> <p>LA.4.1.7.8</p> <p>- 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.</p> <p>The student will:</p> <p>LA.5.1.7.1</p> <p>- explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading;</p> <p>LA.5.1.7.2 - identify the author's purpose (e.g., to persuade, inform, entertain, explain) and how an author's perspective influences text;</p> <p>LA.5.1.7.3 - determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;</p> <p>LA.5.1.7.4 - identify cause-and-effect relationships in text;</p> <p>LA.5.1.7.5 - identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;</p> <p>LA.5.1.7.6 - identify themes or topics across a variety of fiction and nonfiction selections;</p> <p>LA.5.1.7.7 - compare and contrast elements in multiple texts; and</p> <p>LA.5.1.7.8</p> <p>- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p>

Access Points for Students with Significant Cognitive Disabilities		
<p><b>3</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- preview text features (e.g., title, headings, illustrations) and use prior knowledge to make predictions of content of text;</li> <li>- identify the author's purpose (e.g., tell a story, give information) in familiar read-aloud text;</li> <li>- 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;</li> <li>- identify cause and effect relationships in pictures;</li> <li>- identify similarities and differences within stories and informational text (e.g., topics, events); and</li> <li>- 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.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- preview text features (e.g., illustrations, title) and use prior knowledge to make predictions about a story;</li> <li>- identify familiar books that tell stories;</li> <li>- identify details, including but not limited to who, what, and where, in read-aloud stories and informational text;</li> <li>- identify familiar cause and effect relationships in pictures;</li> <li>- identify similarities in elements, characters, and actions in read-aloud stories and informational text; and</li> <li>- 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.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- recognize referent objects, pictures, gestures/signs, or symbols used in daily classroom activities;</li> <li>- respond to pictures of characters, objects, or actions in familiar read-aloud stories and informational text used in daily activities; and</li> <li>- seek assistance to clarify the meaning of pictures, symbols, gestures/signs, or words in classroom activities with prompting.</li> </ul>
<p><b>4</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- preview text features (e.g., illustrations, title, headings, captions) and use prior knowledge to make predictions of content and purpose of text;</li> <li>- identify the author's purpose (e.g., tell a story and give information) in text;</li> <li>- 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;</li> <li>- identify cause and effect relationships in pictures and text;</li> <li>- identify explicit text structures (e.g., similarities and differences, sequence of events) in stories and informational text;</li> <li>- identify the essential message or topic in text; and</li> <li>- 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.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- preview text features (e.g., illustrations, title) and use prior knowledge to make predictions of content of stories and informational text;</li> <li>- identify text that tells a story;</li> <li>- determine main idea and supporting details, including but not limited to who, what, where, and when in read-aloud stories and informational text;</li> <li>- identify actions that lead to predictable effects in read-aloud stories and informational text;</li> <li>- identify differences in characters and actions in text; and</li> <li>- use strategies to repair comprehension, including but not limited to rereading, connecting stories to life experiences, and checking own understanding when reminded.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify pictures of characters or objects in read-aloud stories or informational text;</li> <li>- respond accurately and consistently to pictures of characters or objects in familiar read-aloud stories and informational text used in daily activities;</li> <li>- use pictures or symbols to respond to predictable cause/effect events in daily activities;</li> <li>- respond to voice tone or volume that reflects the intent of verbal messages; and</li> <li>- seek assistance to clarify the meaning of pictures, symbols, or words in classroom activities with prompting.</li> </ul>
<p><b>5</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- preview text features (e.g., illustrations, title, headings, captions) and use prior knowledge to make predictions of content and purpose of text;</li> <li>- identify the author's purpose (e.g., to tell a story, give information, entertain) using key words, phrases, and graphics in text;</li> <li>- identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when, how, why), and sequence of events;</li> <li>- identify cause and effect relationships in stories and informational text;</li> <li>- identify text structures (e.g., similarities and differences, sequence of events, explicit cause/effect) in stories and informational text;</li> <li>- identify the essential message or topic in text;</li> <li>- identify similarities and differences in elements (e.g., characters, objects, actions) within a text; and</li> <li>- use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using simple graphic organizers, connecting to life experiences, and checking own understanding when reminded.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- preview text features (e.g., illustrations, title) and use prior knowledge to make predictions of content of stories and informational text;</li> <li>- sort familiar books into categories reflecting personal uses (e.g., make me laugh, tell a story, show me how to do something);</li> <li>- identify explicit ideas and information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when), and sequence of events in read-aloud stories and informational text;</li> <li>- identify explicit cause/effect relationships in read-aloud stories and informational text;</li> <li>- identify statements of the main idea or topic in read-aloud text;</li> <li>- identify differences in characters, actions, and objects in text; and</li> <li>- use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting what happens next, connecting to life experiences, and checking own understanding when reminded.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify illustrations of characters or objects in read-aloud stories or informational text;</li> <li>- respond to feelings expressed in read-aloud stories and informational text;</li> <li>- respond accurately and consistently to pictures or symbols paired with words in familiar read-aloud stories and informational text;</li> <li>- use pictures or symbols paired with words to respond to predictable cause/effect events in daily classroom activities; and</li> <li>- use a resource when necessary to clarify meaning of pictures, symbols, or words in classroom activities.</li> </ul>

LA.3.2.1 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>The student will:</p> <p>LA.3.2.1.1 - understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama);</p> <p>LA.3.2.1.2 - identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;</p> <p>LA.3.2.1.3 - identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);</p> <p>LA.3.2.1.4 - identify an author's theme, and use details from the text to explain how the author developed that theme;</p> <p>LA.3.2.1.5 - respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</p> <p>LA.3.2.1.6 - write a book report or review that identifies the main idea, character(s), setting, sequence of events, and problem/solution;</p> <p>LA.3.2.1.7 - identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and</p> <p>LA.3.2.1.8 - select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.</p> <p>The student will:</p> <p>LA.4.2.1.1 - read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media;</p> <p>LA.4.2.1.2 - identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;</p> <p>LA.4.2.1.3 - identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);</p>	<p>LA.4.2.1.4 - identify an author's theme, and use details from the text to explain how the author developed that theme;</p> <p>LA.4.2.1.5 - respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</p> <p>LA.4.2.1.6 - write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;</p> <p>LA.4.2.1.7 - identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;</p> <p>LA.4.2.1.8 - recognize that vocabulary and language patterns have changed in literary texts from the past to the present; and</p> <p>LA.4.2.1.9 - select a balance of age and ability appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry), based on teacher recommendations, to continue building a core foundation of knowledge.</p> <p>The student will:</p> <p>LA.5.2.1.1 - demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;</p> <p>LA.5.2.1.2 - locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction;</p> <p>LA.5.2.1.3 - demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem;</p> <p>LA.5.2.1.4 - identify an author's theme, and use details from the text to explain how the author developed that theme;</p> <p>LA.5.2.1.5 - demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;</p> <p>LA.5.2.1.6 - write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;</p> <p>LA.5.2.1.7 - identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;</p> <p>LA.5.2.1.8 - explain changes in the vocabulary and language patterns of literary texts written across historical periods; and</p> <p>LA.5.2.1.9 - use interest and recommendations of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.</p>

## Access Points for Students with Significant Cognitive Disabilities

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**Independent:** The student will:

- identify common forms of literature (e.g., stories, poetry);
- identify characters, settings, main problem, and sequence of events in fiction;
- identify words that describe people, objects, and feelings in poetry;
- identify the main idea or topic of a literature selection;
- respond to a read-aloud literature selection by relating the main idea or events to life experiences;
- write a description of a literature selection that identifies characters, settings, main problem, or events;
- recognize the meaning of figurative language (e.g., raining cats and dogs); and
- select a variety of fiction materials to listen to or read, based on interest and teacher recommendations, to continue building a core foundation of knowledge.

**Supported:** The student will:

- identify common forms of literature (e.g., familiar stories, rhyming poetry);
- identify characters, settings, and actions in read-aloud fiction;
- identify words that describe people in read-aloud poetry;
- identify the topic of a familiar literature selection;
- contribute to a group response to readaloud literature by connecting characters, actions, settings, or events to life experiences;
- contribute to a written description that identifies the main topic, characters, actions, or setting from a read-aloud story; and
- select fiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge.

**Participatory:** The student will:

- respond to patterns of language in read-aloud literature (e.g., predictable books, poetry);
- identify characters or objects in familiar stories;
- use referent objects, gestures/signs, pictures, symbols, or words to respond to characters, objects, or actions from a familiar read-aloud story; and
- express a preference for familiar readaloud stories, or poems, based on interest and teacher recommendations, to continue building a core foundation of knowledge.

4

**Independent:** The student will:

- distinguish among common forms of literature (e.g., stories, poetry);
- identify characters, settings, and problem/solution in a variety of fiction;
- identify general feelings and ideas communicated in poetry;
- identify the main idea or topic of a literature selection;
- respond to literature selection by describing how the story connects to life experiences;
- write a brief report or review that identifies characters, settings, sequence of events, main idea(s), or problem/solution in a literature selection;
- recognize the meaning of common idioms (e.g., cross your fingers) and figurative language (e.g., the sun smiled when the day began);
- identify language used to describe past and present events in stories and nonfiction; and
- select a variety of fiction materials to listen to or read, based on interest and teacher recommendations, to continue building a core foundation of knowledge.

**Supported:** The student will:

- identify common forms of literature (e.g., stories, rhyming poetry);
- identify characters, settings, actions, and events in read-aloud fiction;
- identify words that describe people, objects, and actions in poetry;
- identify the topic of a familiar literature selection;
- contribute to a group response connecting characters, actions, settings, or events in read-aloud literature to life experiences by creating pictures and dictation;
- create a picture story with dictated sentences that identifies a character, event, or setting from a read-aloud story;
- recognize that events in a story can take place in the past or present; and
- select a variety of fiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge.

**Participatory:** The student will:

- identify characters or objects in readaloud prose and poetry;
- respond to words that describe actions or feelings in familiar read-aloud literature;
- use pictures, symbols, or words to identify characters, objects, or actions from a familiar read-aloud story; and
- express a preference for familiar readaloud stories or poems, based on interest and teacher recommendations, to continue building a core foundation of knowledge.

5

**Independent:** The student will:

- distinguish among common forms of literature (e.g., stories, poetry, drama);
- identify characters, settings, and elements of plot structure (e.g., actions, sequence of events, problem/solution) in a variety of fiction;
- identify rhyme, repetition, rhythm, and descriptive language in poetry;
- identify the main topic or essential message of a familiar literary selection;
- demonstrate understanding of a literature selection by describing how it connects to life experiences;
- write a brief report or review that identifies characters, settings, sequence of events, main idea(s), or problem/solution in a literature selection;
- recognize the meaning of common idioms (e.g., green thumb) and figurative language (e.g., buzz, hiss, roar);
- distinguish between examples of past and present language used in stories; and
- select a variety of fiction materials to listen to or read, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture.

**Supported:** The student will:

- identify common forms of literature (e.g., stories, poetry);
- identify characters, settings, actions, and events in read-aloud fiction;
- identify rhyme, repetition, and rhythm in poetry;
- match familiar literature selections to a topic;
- contribute to a group response connecting characters, actions, settings, or events in read-aloud literature to life experiences;
- produce a picture story with dictated sentences that identifies characters, setting, actions, or events from a readaloud story;
- recognize the meaning of figurative language (e.g., raining cats and dogs);
- recognize language used in stories that indicates past events; and
- select fiction materials to listen to, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture.

**Participatory:** The student will:

- identify characters, objects, and actions in read-aloud literature;
- respond to differences in rhythm in familiar poetry or songs;
- use pictures, symbols, or words to identify characters, objects, and actions from familiar read-aloud stories; and
- select fiction materials to listen to or use, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture.

<b>LA. 3.2.2 Nonfiction</b>	<b>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.</b>
<p>The student will:</p> <p>LA.3.2.2.1 - identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);</p> <p>LA.3.2.2.2 - use information from the text to answer questions related to explicitly stated main ideas or relevant details;</p> <p>LA.3.2.2.3 - organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;</p> <p>LA.3.2.2.4 - identify the characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts); and</p> <p>LA.3.2.2.5 - select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.</p> <p>The student will:</p> <p>LA.4.2.2.1 - locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);</p> <p>LA.4.2.2.2 - use information from the text to answer questions related to explicitly stated main ideas or relevant details;</p>	<p>LA.4.2.2.3 - organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;</p> <p>LA.4.2.2.4 - identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts); and</p> <p>LA.4.2.2.5 - select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on teacher recommendations, to continue building a core foundation of knowledge.</p> <p>The student will:</p> <p>LA.5.2.2.1 - locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);</p> <p>LA.5.2.2.2 - use information from the text to answer questions related to explicitly stated main ideas or relevant details;</p> <p>LA.5.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, or summarizing);</p> <p>LA.5.2.2.4 - identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/ functional texts); and</p> <p>LA.5.2.2.5 - use interest and recommendations of others to select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history) to continue building a core foundation of knowledge.</p>

## Access Points for Students with Significant Cognitive Disabilities

<p><b>3</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify text features(e.g., title, headings,illustrations)</li> <li>- use information from read-aloud text with graphics to answer literal questions;</li> <li>- identify main ideas or topics in nonfiction text;</li> <li>- identify nonfiction text (e.g., simple reference materials, picture dictionary); and</li> <li>- 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.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify text features (e.g., illustrations, title);</li> <li>- use information in pictures, symbols, and words to answer literal questions;</li> <li>- identify topics in nonfiction read-aloud text;</li> <li>- identify familiar nonfiction pictures, symbols, or read-aloud text (e.g., photographs, signs); and</li> <li>- select nonfiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- recognize referent objects, pictures, or symbols used in daily classroom activities;</li> <li>- respond purposefully to referent objects or pictures of persons, objects, or actions in familiar read-aloud informational text used in daily activities;</li> <li>- respond to differences in referent objects, gestures/signs, pictures, or symbols used in routines; and</li> <li>- express a preference for familiar readaloud nonfiction, based on interest and teacher recommendations, to continue building a core foundation of knowledge.</li> </ul>
<p><b>4</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- obtain information from text features (e.g., illustrations, title, headings, captions);</li> <li>- use explicit information from nonfiction text to answer questions related to explicitly stated main idea and supporting details (e.g., who, what, where, when, how);</li> <li>- identify main ideas or topics in nonfiction text;</li> <li>- identify a variety of nonfiction text (e.g., simple reference materials, picture dictionary); and</li> <li>- 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.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- obtain information from text features (e.g., illustrations, title);</li> <li>- use explicit information from readaloud nonfiction text to answer questions related to explicitly stated main idea and supporting details (e.g., who, what, where, when);</li> <li>- identify topics in nonfiction read-aloud text;</li> <li>- identify familiar nonfiction pictures, symbols or read-aloud text (e.g., photographs, signs, logos); and</li> <li>- select a variety of nonfiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify referent objects, pictures, or symbols used in daily classroom activities;</li> <li>- respond purposefully to referent objects, pictures or symbols and informational text used in daily activities;</li> <li>- respond to differences in referent objects, pictures, or symbols paired with words used in daily activities; and</li> <li>- express a preference for familiar readaloud nonfiction, based on interest and teacher recommendations, to continue building a core foundation of knowledge.</li> </ul>
<p><b>5</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- obtain information from text features (e.g., illustrations, title, headings, captions);</li> <li>- use explicit information from nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when, how, why);</li> <li>- organize information to show understanding (e.g., using simple graphic organizers);</li> <li>- identify a variety of nonfiction text (e.g., reference materials, picture dictionary, children’s newspapers);</li> <li>- select a variety of nonfiction materials to listen to or read, based on interest or recommendations, to expand the core foundation of knowledge.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- obtain information from text features (e.g., illustrations, title, table of contents);</li> <li>- use explicit information from readaloud nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when);</li> <li>- organize information to show understanding (e.g., using pictures or symbols);</li> <li>- identify nonfiction print materials (e.g., calendar, schedule, environmental print) ; and</li> <li>- select nonfiction materials on different topics to listen to, based on interest or recommendations, to expand the core foundation of knowledge.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify pictures, symbols, or words used in daily classroom activities;</li> <li>- respond purposefully to pictures, symbols and informational text used in daily activities;</li> <li>- recognize pictures, or symbols paired with words in informational text (nonfiction) used in daily activities; and</li> <li>- select nonfiction materials to listen to, based on interest or recommendations, to expand the core foundation of knowledge.</li> </ul>

<b>LA.3.3.1.1 Prewriting</b>	<b>Standard: The student will use prewriting strategies to generate ideas and formulate a plan.</b>	
<p><b>The student will prewrite by:</b>  <b>LA.3.3.1.1</b> - generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material);  <b>LA.3.3.1.2</b> - determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and  <b>LA.3.3.1.3</b> - using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes a main idea  <b>LA.4.3.1.1</b> - generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion) based upon teacher-directed topics and personal interests;  <b>LA.4.3.1.2</b> - determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece.</p>	<p><b>LA.4.3.1.3</b> - organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.  <b>LA.5.3.1.1</b> - generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;  <b>LA.5.3.1.2</b> - determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience of a writing piece.  <b>LA.5.3.1.3</b> - organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log)</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<p><b>Independent: The student will prewrite by:</b></p> <ul style="list-style-type: none"> <li>- 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).</li> <li>- identifying the purpose for writing (e.g., inform, tell a story).</li> </ul>	<p><b>Supported: The student will prewrite by:</b></p> <ul style="list-style-type: none"> <li>-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).</li> </ul>	<p><b>Participatory: The student will:</b></p> <p>Associate information or wants and needs with referent objects, gestures/signs, pictures, symbols, or words.</p>
<p><b>Independent: The student will prewrite by:</b></p> <ul style="list-style-type: none"> <li>- 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);</li> <li>- determining the purpose (e.g., inform tell a story) and intended audience for writing.</li> <li>- organizing ideas using a simple web or list.</li> </ul>	<p><b>Supported: The student will prewrite by:</b></p> <ul style="list-style-type: none"> <li>- 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).</li> <li>- identifying the purpose of writing (e.g., tell a story, give information).</li> </ul>	<p><b>Participatory: The student will:</b></p> <p>Associate preferences or information about familiar activities with pictures, symbols, or words.</p>
<p><b>Independent: The student will prewrite by:</b></p> <ul style="list-style-type: none"> <li>- generating ideas related to topics for writing through activities (e.g., responding to prompts, viewing pictures, reading text, group discussion);</li> <li>- identifying the purpose (e.g., inform, tell a story) and the intended audience for writing; and</li> <li>- using graphic organizers or charts to make a plan for writing.</li> </ul>	<p><b>Supported: The student will prewrite by:</b></p> <ul style="list-style-type: none"> <li>- generating ideas related to topics for writing through activities (e.g., responding to prompts, viewing pictures, reading text, group discussion);</li> <li>- identifying the purpose (e.g., inform, tell a story) and the intended audience for writing.</li> <li>- using graphic organizers or charts to make a plan for writing.</li> </ul>	<p><b>Participatory: The student will Select:</b></p> <p>Pictures, symbols, or words to use when communicating in classroom activities.</p>

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LA.3.3.2.1 Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
<p><b>The student will draft writing by:</b></p> <p><b>LA.3.3.2.1</b> - using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions.</p> <p><b>LA.3.3.2.2</b> - organizing information into a logical sequence through the use of time-order words and cause/effect transitions.</p> <p><b>LA.4.3.3.1</b> - evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation;</p> <p><b>LA.4.3.3.2</b> - creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis);</p> <p><b>LA.4.3.3.3</b> - creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).</p>		<p><b>LA.4.3.3.4</b> - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p> <p><b>LA.5.3.2.1</b> - using a prewriting plan to focus on the main idea with ample development of supporting details, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood;</p> <p><b>LA.5.3.2.2</b> - organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and</p> <p><b>LA.5.3.2.3</b> - creating interesting leads by studying the leads of professional authors and experimenting with various types of leads (e.g., an astonishing fact, a dramatic scene).</p>	
Access Points for Students with Significant Cognitive Disabilities			
3	<p><b>Independent: The student will draft writing by:</b></p> <ul style="list-style-type: none"> <li>- creating a picture;</li> <li>- developing a description of topics or Experiences.</li> <li>- sequencing ideas in a logical manner.</li> </ul>	<p><b>Supported: The student will draft writing by:</b></p> <ul style="list-style-type: none"> <li>- creating a picture; and</li> <li>- dictating words, phrases, or sentences to tell a story or describe the picture.</li> </ul>	<p><b>Participatory: The student will:</b> Make an initial attempt to convey information, wants, and needs, with prompting as necessary, using referent objects, gestures/signs, pictures, symbols, or words.</p>
4	<p><b>Independent: The student will revise the draft by:</b></p> <ul style="list-style-type: none"> <li>- reviewing the draft for clarity of content, organization, and use of descriptive words;</li> <li>- using complete sentences to express ideas;</li> <li>- adding or changing words to clarify meaning.</li> <li>- using tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary)</li> </ul>	<p><b>Supported: The student will revise the draft by:</b></p> <ul style="list-style-type: none"> <li>- reviewing the picture and dictation;</li> <li>- copying dictated phrases or sentences;</li> <li>- making changes to the picture and dictation to add or modify details with prompting.</li> <li>- copying dictated phrases or sentences.</li> </ul>	<p><b>Participatory: The student will adjust:</b></p> <ul style="list-style-type: none"> <li>-language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.</li> </ul>
5	<p><b>Independent: The student will draft writing by:</b></p> <ul style="list-style-type: none"> <li>- using a prewriting plan to develop ideas related to the topic; and</li> <li>- including a beginning, middle, and end.</li> </ul>	<p><b>Supported: The student will draft writing by:</b></p> <ul style="list-style-type: none"> <li>- creating a picture and dictating a story or description; and</li> <li>- organizing ideas according to the purpose of the writing.</li> </ul>	<p><b>Participatory: The student will:</b></p> <ul style="list-style-type: none"> <li>-Make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.</li> </ul>

LA.3.3.3.1 Revising	Standard: The student will revise and refine the draft for clarity and effectiveness.	
<p><b>LA.3.3.3.1</b> - evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice.</p> <p><b>LA.3.3.3.2</b> - creating clarity by using a combination of sentence structures (e.g., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning.</p> <p><b>LA.3.3.3.3</b> - creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p> <p><b>LA.3.3.3.4</b> - applying appropriate tools or strategies to refine the draft (e.g., peer review, checklists, rubrics).</p> <p><b>LA.4.3.3.1</b> - evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation.</p> <p><b>LA.4.3.3.2</b> - creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis);</p> <p><b>LA.4.3.3.3</b> - creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).</p> <p><b>LA.4.3.3.4</b> - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p>		<p><b>LA.5.3.3.1</b> - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;</p> <p><b>LA.5.3.3.2</b> - creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure;</p> <p><b>LA.5.3.3.3</b> - creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).</p> <p><b>LA.5.3.3.4</b> - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics)</p>
Access Points for Students with Significant Cognitive Disabilities		
<p><b>3</b></p> <p><b>Independent: The student will revise the draft by:</b></p> <ul style="list-style-type: none"> <li>- reviewing the picture and dictation;</li> <li>- changing the description or picture to add or modify details or rearrange sequence of ideas.</li> <li>- using strategies or resources to improve the draft (e.g., teacher review, dictionary).</li> </ul>	<p><b>Supported: The student will revise the draft by:</b></p> <ul style="list-style-type: none"> <li>- reviewing the picture and dictation;</li> <li>- adding details to the picture and dictation with prompting.</li> <li>- copying dictated words and phrases.</li> </ul>	<p><b>Participatory: The student will adjust the:</b></p> <p>body movement or nonverbal expression with prompting as necessary to communicate wants and needs.</p>
<p><b>4</b></p> <p><b>Independent: The student will revise the draft by:</b></p> <ul style="list-style-type: none"> <li>- reviewing the draft for clarity of content, organization, and use of descriptive words.</li> <li>- using complete sentences to express ideas;</li> <li>- adding or changing words to clarify meaning.</li> <li>- using tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary).</li> </ul>	<p><b>Supported: The student will revise the draft by:</b></p> <ul style="list-style-type: none"> <li>- reviewing the picture and dictation;</li> <li>- copying dictated phrases or sentences;</li> <li>- making changes to the picture and dictation to add or modify details with prompting.</li> <li>- copying dictated phrases or sentences.</li> </ul>	<p><b>Participatory: The student will adjust language by:</b></p> <ul style="list-style-type: none"> <li>-Selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.</li> </ul>
<p><b>5</b></p> <p><b>Independent: The student will revise the draft by:</b></p> <ul style="list-style-type: none"> <li>- reviewing the draft for clarity of content, organization, and word choice;</li> <li>- using complete sentences to express ideas;</li> <li>- adding, changing, or rearranging words and sentences to clarify the meaning and sequence of ideas and details; and</li> <li>- using tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary).</li> </ul>	<p><b>Supported: The student will revise the draft by:</b></p> <ul style="list-style-type: none"> <li>- reviewing the picture and dictation;</li> <li>- copying dictated phrases and sentences;</li> <li>- making changes to the picture and dictation to add or modify details or organization with prompting; and</li> <li>- using a familiar resource (e.g., teacher assistance) to improve the draft.</li> </ul>	<p><b>Participatory: The student will adjust language by:</b></p> <ul style="list-style-type: none"> <li>-Selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.</li> </ul>

LA.3.3.4 Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.	
<p>LA.3.3.4.1- spelling, using spelling patterns and generalizations (e.g., word families, diphthong, consonant digraphs, CVC words, CCVC words, CVCC words, affixes) and using a dictionary or other resources;</p> <p>LA.3.3.4.2 - capitalization for proper nouns, including holidays, product names, titles used with someone’s name, initials, and geographic locations;</p> <p>LA.3.3.4.3 - punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives</p> <p>LA.3.3.4.4 - present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals of irregular nouns;</p> <p>LA.3.3.4.5 - subject/verb and noun/pronoun agreement in simple and compound sentences; and</p> <p>LA.3.3.4.6 - end punctuation for compound, declarative, interrogative, and exclamatory sentences.</p>		<p>LA.5.3.4.1 - spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;</p> <p>LA.5.3.4.2 - capitalization, including literary titles, nationalities, ethnicities, languages, religions, geographic names and places;</p> <p>LA.5.3.4.3 - punctuation, including commas in clauses, hyphens, and in cited sources, including quotations for exact words from sources;</p> <p>LA.5.3.4.4 - the four basic parts of speech (nouns, verbs, adjectives, adverbs), and subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns; and</p> <p>LA.5.3.4.5 - subject/verb and noun/pronoun agreement in simple and compound sentences.</p>	
Access Points for Students with Significant Cognitive Disabilities			
3	<p><b>Independent:</b> The student will edit for correct use of:</p> <ul style="list-style-type: none"> <li>- left to right progression and sequencing;</li> <li>- common spelling patterns for phonetically regular CVC words and spelling of high frequency words using a word bank or other resource as necessary; and</li> <li>- capitalization, including familiar names and the pronoun “I.”</li> </ul>	<p><b>Supported:</b> The student will edit for correct use of:</p> <ul style="list-style-type: none"> <li>- left to right progression and sequencing for words and phrases; and</li> <li>- capitalization of own first and last name.</li> </ul>	<p><b>Participatory:</b> 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.</p>
	<p><b>Independent:</b> The student will edit for correct use of:</p> <ul style="list-style-type: none"> <li>- left to right progression and sequencing;</li> <li>- spelling of phonetically regular and high frequency words using a word bank or other resource as necessary;</li> <li>- capitalization of proper names and the pronoun “I;”</li> <li>- end punctuation (period); and</li> <li>- complete sentences.</li> </ul>	<p><b>Supported:</b> The student will edit for correct use of:</p> <ul style="list-style-type: none"> <li>- left to right progression, sequencing, and word spacing;</li> <li>- a model to check spelling of words; and</li> <li>- capitalization of own first and last name and initial word in sentences.</li> </ul>	<p><b>Participatory:</b> The student will adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.</p>
	<p><b>Independent:</b> The student will edit for correct use of:</p> <ul style="list-style-type: none"> <li>- spelling of phonetically regular and high frequency words, using a word bank or other resource as necessary;</li> <li>- capitalization of initial word in sentences, proper names, and the pronoun “I;”</li> <li>- end punctuation (period and question mark) for sentences; and</li> <li>- singular and plural nouns and complete sentences.</li> </ul>	<p><b>Supported:</b> The student will edit for correct use of:</p> <ul style="list-style-type: none"> <li>- left to right progression and sequencing;</li> <li>- a model to check spelling of words; and</li> <li>- capitalization of own name, the pronoun “I,” and initial word in sentences.</li> </ul>	<p><b>Participatory:</b> The student will adjust language by selecting different pictures, symbols, or words when necessary to communicate information in classroom activities.</p>

<b>LA.3.3.5 Publishing</b>		<b>Standard:</b> The student will write a final product for the intended audience.	
<p>LA.3.3.5.1 - prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia);</p> <p>LA.3.3.5.2 - add graphics where appropriate; and</p> <p>LA.3.3.5.3 - share the writing with the intended audience.</p> <p>LA.4.3.5.1 - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);</p> <p>LA.4.3.5.2 - use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and</p> <p>LA.4.3.5.3 - share the writing with the intended audience.</p>	<p>LA.5.3.5.1 - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);</p> <p>LA.5.3.5.2 - use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and</p> <p>LA.5.3.5.3 - share the writing with the intended audience.</p>		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<b>3</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- produce writing that is clear, legible, and appropriate for the purpose; and</li> <li>- share the writing with others.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- produce pictures with legible and understandable stories or descriptions;</li> <li>and</li> <li>- share the picture stories with others.</li> </ul>	<p><b>Participatory:</b> The student will effectively communicate information, wants, and needs using referent objects, gestures/signs, pictures, symbols, or words.</p>
<b>4</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- produce writing that is clear, legible, and appropriate for the purpose; and</li> <li>- share the writing with the intended audience.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- produce pictures with legible and understandable stories or descriptions;</li> <li>and</li> <li>- share the picture stories with others.</li> </ul>	<p><b>Participatory:</b> The student will effectively communicate information or preferences about familiar activities using pictures, symbols, or words</p>
<b>5</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- produce writing that is clear, legible, and appropriate for the audience and purpose; and</li> <li>- share the writing with the intended audience.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- produce pictures with legible and understandable stories or descriptions; and</li> <li>- share the picture stories with the intended audience.</li> </ul>	<p><b>Participatory:</b> The student will effectively communicate information about classroom activities using pictures, symbols, or words.</p>

<b>LA.3.4.1.1 Creative</b>	<b>Standard: The student develops and demonstrates creative writing.</b>	
<p><b>LA.3.4.1.1</b> - write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events.</p> <p><b>LA.3.4.1.2</b> - write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format.</p> <p><b>LA.4.4.1.1</b> - write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience; and</p> <p><b>LA.4.4.1.2</b> - write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, and personification), rhythm, dialogue, characterization, plot, and/or appropriate format.</p>	<p><b>LA.5.4.1.1</b> - write narratives that establish a situation and plot with rising action, conflict, and resolution.</p> <p><b>LA.5.4.1.2</b></p> <p>- write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format.</p>	

**Access Points for Students with Significant Cognitive Disabilities**

<b>3</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write a narrative that includes a main idea and characters.</li> <li>- contribute to group writing of poetry, rhymes, or songs.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- produce a narrative by creating a picture that tells a story about familiar persons, objects, or actions with dictated words and phrases.</li> <li>- recite poetry, rhymes, and chants with expression.</li> <li>- contribute to group recitation of poetry, rhymes, and chants with expression.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- communicate information that tells about familiar persons, objects, and actions.</li> <li>- respond to patterns of language in read-aloud poems, rhymes, and songs. Florida K-12 Reading and Language Arts Standards 64.</li> </ul>
<b>4</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write narratives that includes a main idea, characters, and sequence of events.</li> <li>- write poems based on simple rhythm and rhyme patterns.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- produce narratives by creating pictures that tell a story about familiar persons, objects, or events with dictated phrases or sentences.</li> <li>- complete lines in poetry following patterns for rhythm and rhyme.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- communicate information that tells about familiar persons, objects, and activities.</li> <li>- respond to patterns of language in read-aloud poems, rhymes, and songs.</li> </ul>
<b>5</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write narratives about events with characters and actions.</li> <li>- write expressive forms (e.g., stories, skits, poems) that include dialogue, rhythm and rhyme, and appropriate format.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write narratives about familiar persons or objects and events by creating picture stories with dictated phrases and sentences.</li> <li>- complete lines in familiar poetry by following patterns for rhythm and rhyme.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- communicate information that tells about familiar persons, objects, and activities.</li> <li>- respond to differences in rhythm in familiar poems, rhymes, and songs.</li> </ul>

LA.3.4.2 Informative	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
<p><b>LA.3.4.2.1</b> - write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics);</p> <p><b>LA.3.4.2.2</b> - record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate.</p> <p><b>LA.3.4.2.3</b> - write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information.</p> <p><b>LA.3.4.2.4</b> - write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations).</p> <p><b>LA.3.4.2.5</b> - write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map.</p> <p><b>LA.4.4.2.1</b> - write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals).</p> <p><b>LA.4.4.2.2</b> - record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate.</p> <p><b>LA.4.4.2.3</b> - write informational/expository essays that contain introductory, body, and concluding paragraphs.</p> <p><b>LA.4.4.2.4</b> - write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature.</p>	<p><b>LA.4.4.2.5</b> - write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map.</p> <p><b>LA.5.4.2.1</b> - write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);</p> <p><b>LA.5.4.2.2</b> - record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate;</p> <p><b>LA.5.4.2.3</b> - write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs;</p> <p><b>LA.5.4.2.4</b> - write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature.</p> <p><b>LA.5.4.2.5</b> - write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<p><b>3</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- record information (e.g., lists, logs, labels) related to a topic;</li> <li>- write labels for common objects in the classroom.</li> <li>- create expository text with pictures and sentences that contain relevant information about a topic;</li> <li>- write thank-you notes and simple messages.</li> <li>- produce functional text (e.g., two-step directions, rules) by creating instructions with pictures and sentences.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- record expository information by creating pictures and dictating labels or lists;</li> <li>- compose informal invitations, messages, and thank-you notes by copying from a model.</li> <li>- produce functional text (e.g., one-step directions for daily activities) by creating pictures and dictating words, phrases and sentences.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- express wants and needs.</li> <li>- communicate information about daily activities.</li> <li>- communicate information about familiar persons, objects, or actions using non-verbal expression, gestures/signs, pictures, symbols, or words.</li> </ul>
<p><b>4</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write in an expository form (e.g., daily journal, log);</li> <li>- record information (e.g., lists, labels, charts) related to a topic;</li> <li>- write expository text that contains relevant information;</li> <li>- compose a friendly letter, invitation, and thank-you note using a model;</li> <li>- write functional text (e.g., two-step instructions and directions, labels, recipes).</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- record expository information by creating pictures and dictating labels, lists, or observations;</li> <li>- compose informal invitations, messages, and thank-you notes using a model.</li> <li>- produce functional text (e.g., one-step directions for daily activities) by creating pictures and dictating sentences.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- communicate about persons, objects, or actions using pictures, symbols, or words;</li> <li>- communicate information about daily activities;</li> <li>- use gestures and expressions to greet others.</li> <li>- express preferences or choices.</li> </ul>
<p><b>5</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write in an expository form (e.g., daily journal, log, simple procedures).</li> <li>- record information (e.g., lists, labels, charts) related to a topic;</li> <li>- write expository text that contains a main idea and supporting details;</li> <li>- compose friendly letters, invitations, messages, and thank-you notes.</li> <li>- write functional text (e.g., two-step instructions, directions, recipes, labels, graphs).</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- record expository information by creating pictures and dictating labels, lists, or observations;</li> <li>- use a word bank to write labels for common objects in the classroom;</li> <li>- compose informal invitations, messages, and thank-you notes using a model.</li> <li>- produce functional text (e.g., two-step directions, information signs) by creating pictures with dictated sentences.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- communicate about persons, objects, or actions using pictures, symbols, or words;</li> <li>- communicate information about daily Activities.</li> <li>- use gestures and expressions to greet others or invite others to engage in an activity.</li> <li>- express preferences or choices.</li> </ul>

<b>LA.3.4.3 Persuasive</b>	<b>Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.</b>	
<p><b>LA.3.4.3.1</b> The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.</p> <p><b>LA.4.4.3.1</b> - write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence.</p> <p><b>LA.4.4.3.2</b> - include persuasive techniques (e.g., word choice, repetition, emotional appeal).</p>	<p><b>LA.5.4.3.1</b> - write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and</p> <p><b>LA.5.4.3.2</b> - include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole).</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<p><b>3</b></p> <p><b>Independent:</b> The student will:</p> <p>Create a picture of a preferred item (e.g., food, pet, person) and dictate a reason why this item is the favorite.</p>	<p><b>Supported:</b> The student will:</p> <p>Choose a favorite item (e.g., food, pet, toy, person) and tell what he or she likes about it.</p>	<p><b>Participatory:</b> The student will:</p> <p>Communicate a preference for familiar persons, objects, or actions in daily activities.</p>
<p><b>4</b></p> <p><b>Independent:</b> The student will:</p> <p>Select a favorite topic and list reasons why the topic is important.</p>	<p><b>Supported:</b> The student will:</p> <p>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.</p>	<p><b>Supported:</b> The student will:</p> <p>Communicate preferences for familiar persons, objects, or actions in a variety of daily activities.</p>
<p><b>5</b></p> <p><b>Independent:</b> The student will:</p> <p>Select a favorite topic and write persuasive text (e.g., advertisement, poster) that shows why the topic is important.</p>	<p><b>Supported:</b> The student will:</p> <p>Create a picture of a preferred item or activity and dictate a reason why that item is preferred.</p>	<p><b>Participatory:</b> The student will:</p> <p>Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.</p>

<b>LA.3.5.2.1 Listening and Speaking</b>	<b>Standard:</b> The student effectively applies listening and speaking strategies.	
<p><b>LA.3.5.2.1</b> -recall, interpret, and summarize information presented orally.</p> <p><b>LA.3.5.2.2</b> -plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.</p> <p><b>LA.4.5.2.1</b> -listen to information presented orally and show an understanding of key points.</p> <p><b>LA.4.5.2.2</b> -plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion;</p> <p><b>LA.4.5.2.3</b> -listen attentively to speakers and takes notes as needed to ensure accuracy of information;</p> <p><b>LA.4.5.2.4</b> -ask questions of speakers, using appropriate tone and eye contact.</p>	<p><b>LA.4.5.2.5</b> - make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies.</p> <p><b>LA.5.5.2.1</b> - listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; and</p> <p><b>LA.5.5.2.2</b> - make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<p><b>3</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify details from a variety of oral presentations (e.g., stories, poems, skits, songs, information).</li> <li>- present information orally using appropriate voice, eye contact, and body movements for the occasion.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify details from oral presentations (e.g., stories, songs, verbal messages).</li> <li>- use words, phrases, and simple sentences for oral expression in classroom activities using appropriate voice.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- attend to oral presentations (e.g., stories, songs, verbal messages).</li> <li>- use language and nonverbal expression to communicate in daily group activities.</li> </ul>
<p><b>4</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen to information presented orally and identify key points;</li> <li>- listen attentively to familiar speakers and note key points;</li> <li>- ask literal questions and respond to speakers.</li> <li>- make informal oral presentations about personal experiences and familiar topics using appropriate oral language choices for the purpose and occasion.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen to information presented orally and answer who, what, where, and when questions about key points;</li> <li>- listen attentively to familiar speakers and comment about information presented;</li> <li>- ask questions and respond to familiar speakers;</li> <li>- describe personal experiences using appropriate oral language choices for the situation.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen and respond to information presented orally;</li> <li>- listen and respond purposefully to familiar persons;</li> <li>- communicate information in daily classroom activities and routines.</li> </ul>
<p><b>5</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen and speak to gain and share information for a variety of purposes;</li> <li>- contribute to formal group presentations and informal discussions using appropriate oral language choices for the purpose and occasion.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen and speak to gain and share information for a predetermined purpose.</li> <li>- contribute to informal presentations using appropriate oral language choices for the purpose.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen and communicate purposefully;</li> <li>- use language to communicate with teachers or peers in classroom activities and routines.</li> </ul>

<b>LA.3.5.1 Penmanship</b>	<b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.	
<p><b>LA.3.5.1.1</b> - Demonstrate beginning cursive writing skills.</p> <p><b>LA.4.5.1.1</b> The student will demonstrate legible cursive writing skills.</p> <p><b>LA.5.5.1.1</b> The student will demonstrate fluent and legible cursive writing skills.</p>		
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<p><b>3</b></p> <p><b>Independent:</b> The student will:</p> <p>Write words using upper case and lower case letters, proper spacing, and sequencing.</p>	<p><b>Supported:</b> The student will:</p> <p>Write first name and copy letters and words from left to right with a visual cue.</p>	<p><b>Participatory:</b> The student will:</p> <p>Use pictures, symbols, gestures/signs, or words to communicate meaning.</p>
<p><b>4</b></p> <p><b>Independent:</b> The student will:</p> <p>Write words and sentences with proper spacing and sequencing.</p>	<p><b>Supported:</b> The student will:</p> <p>Write words using upper case and lower case letters, proper spacing, and sequencing.</p>	<p><b>Supported:</b> The student will:</p> <p>Use pictures, symbols, or words to communicate meaning.</p>
<p><b>5</b></p> <p><b>Independent:</b> The student will:</p> <p>Use legible handwriting.</p>	<p><b>Supported:</b> The student will:</p> <p>Write words using upper case and lower case letters, proper spacing, and sequencing.</p>	<p><b>Participatory:</b> The student will:</p> <p>Use pictures, symbols, or words to communicate meaning.</p>

<b>LA 3.6.1 Informational Text</b>	<b>Standard:</b> The student comprehends the wide array of informational text that is part of our day to day experiences.	
<p><b>LA.3.6.1.1</b> read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.</p> <p><b>LA.4.6.1.1</b> The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).</p>	<p><b>LA.5.6.1.1</b> Read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<p><b>3</b></p> <p><b>Independent: The student will:</b> Read informational text with graphics for different purposes to follow two-step directions, answer literal questions, and perform tasks.</p>	<p><b>Supported: The student will:</b> Use information in pictures, symbols, and environmental print to answer questions and perform tasks.</p>	<p><b>Participatory: The student will:</b> Recognize pictures of persons and objects to perform specific tasks in daily activities.</p>
<p><b>4</b></p> <p><b>Independent: The student will:</b> Read informational text with graphics to gather information, follow three-step directions, answer questions, and perform tasks.</p>	<p><b>Supported: The student will:</b> Use information in read-aloud informational text with pictures to follow one-step directions, answer literal questions, and perform tasks.</p>	<p><b>Supported: The student will:</b> Identify pictures or symbols paired with words to carry out tasks in daily activities.</p>
<p><b>5</b></p> <p><b>Independent: The student will:</b> Read informational text to gather information, follow multi-step directions, organize information, perform tasks, and share information.</p>	<p><b>Supported: The student will:</b> Use informational text to locate specific information, follow two-step directions, answer questions, and perform tasks.</p>	<p><b>Participatory: The student will:</b> Use more than one picture or symbol paired with words to carry out tasks in daily activities.</p>

<b>LA.3.6 Research Process</b>	<b>Standard:</b> The student uses a systematic process for the collection, processing, and presentation of information.	
<p><b>LA.3.6.2.1</b> - determine information needed for a search by narrowing or broadening a topic, identify key words.</p> <p><b>LA.3.6.2.2</b> - use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information.</p> <p><b>LA.3.6.2.3</b> - communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map).</p> <p><b>LA.3.6.2.4</b> - record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas).</p>	<p><b>LA.4.6.2.1</b> - select a topic for inquiry, refine a predetermined search plan;</p> <p><b>LA.4.6.2.2</b> - apply evaluative criteria (e.g., readability, currency, accuracy) for selecting and using a variety of appropriate resources, gather and record information, noting the difference between opinions and fact.</p> <p><b>LA.4.6.2.3</b> - communicate information in a report that includes main idea(s) and relevant details, with visual supports.</p> <p><b>LA.4.6.2.4</b> - record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).</p> <p><b>LA.5.6.2.1</b> - select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, currentness, objectivity) to select and use appropriate resources;</p> <p><b>LA.5.6.2.2</b> - read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information;</p> <p><b>LA.5.6.2.3</b> - write an informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement; and</p> <p><b>LA.5.6.2.4</b> - record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<p><b>3</b></p> <p><b>Independent: The student will:</b></p> <ul style="list-style-type: none"> <li>- generate ideas for a search;</li> <li>- use resources (e.g., pictures, nonfiction books) to obtain information;</li> <li>- communicate responses to search questions in dictated, written, or visual format (e.g., picture stories).</li> <li>- identify titles, authors, and illustrators of books.</li> </ul>	<p><b>Supported: The student will:</b></p> <ul style="list-style-type: none"> <li>- use objects and pictures to identify topics for a search.</li> <li>- use teacher-recommended materials (e.g., objects, pictures, read-aloud text) to obtain information.</li> <li>- communicate responses to search questions using dictated words or phrases and pictures.</li> <li>- identify titles and authors on the covers of familiar books.</li> </ul>	<p><b>Participatory: The student will:</b></p> <ul style="list-style-type: none"> <li>- select a familiar object to explore;</li> <li>- explore and interact with the functions of the selected object.</li> <li>- communicate about the selected object using nonverbal expression, gestures/signs, pictures, symbols, or words.</li> <li>- recognize familiar books or print materials.</li> </ul>
<p><b>4</b></p> <p><b>Independent: The student will:</b></p> <ul style="list-style-type: none"> <li>- select a topic and ask questions to guide a search.</li> <li>- locate information in simple reference materials (e.g., nonfiction books, picture dictionaries, software).</li> <li>- communicate response to search questions in written or visual format (e.g., picture stories, descriptions) with a title, main idea and relevant details.</li> <li>- identify the titles of references or other sources used in a search.</li> </ul>	<p><b>Supported: The student will:</b></p> <ul style="list-style-type: none"> <li>- select a topic and ask questions for a search and use teacher-recommended pictures, symbols, and read-aloud text for information.</li> <li>- view or listen to information to answer search questions.</li> <li>- communicate responses to search questions using dictated statements and pictures.</li> <li>- identify the materials used to answer search questions.</li> </ul>	<p><b>Supported: The student will:</b></p> <ul style="list-style-type: none"> <li>- select a familiar object to explore;</li> <li>- explore the features and interact with the functions of the selected object.</li> <li>- communicate about the selected object using pictures, symbols, or words; and</li> <li>- identify familiar books or print materials.</li> </ul>
<p><b>5</b></p> <p><b>Independent: The student will:</b></p> <ul style="list-style-type: none"> <li>- select a topic for inquiry and use a predetermined search plan to select reference materials (e.g., nonfiction books, dictionaries, digital references, software) using alphabetical and numerical order to locate information.</li> <li>- read and record information from reference materials to answer search questions;</li> <li>- write a simple report with a title, main idea(s) and relevant details, and pictures or graphics.</li> <li>- identify the titles of references or other sources used in searches and recognize ethical practices (e.g., noting information sources).</li> </ul>	<p><b>Supported: The student will:</b></p> <ul style="list-style-type: none"> <li>- ask questions about a topic and select teacher recommended materials (e.g., pictures, read-aloud nonfiction books).</li> <li>- use information from selected reference materials to answer search questions.</li> <li>- produce a simple report with a title and pictures with dictated phrases and sentences.</li> <li>- identify the titles of references or other sources used in the search.</li> </ul>	<p><b>Participatory: The student will:</b></p> <ul style="list-style-type: none"> <li>- communicate interest and select an object to explore.</li> <li>- explore and interact or use the selected object.</li> <li>- communicate about the selected object using pictures, symbols, or words.</li> <li>- identify objects, books or print materials that belong to others.</li> </ul>

<b>LA.3.6 Media Literacy</b>	<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
<p><b>LA.3.6-</b> determine main content and supporting details, including distinguishing fact from opinion, in a print media message</p> <p><b>LA.3.6.3.2</b> - identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production.</p>	<p><b>LA.4.6.3.1</b> - examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda;</p> <p><b>LA.4.6.3.2</b> - recognize and identify production elements (e.g., graphics, sound effects, music) used to create media messages and create a media message for a specific purpose.</p> <p><b>LA.5.6.3.1</b> - examine how ideas are presented in a variety of print and non-print media and recognize differences between logical reasoning and propaganda.</p> <p><b>LA.5.6.3.2</b> - use a variety of reliable media sources to gather information effectively and to transmit information to specific audiences.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<p><b>3</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify main ideas and details in print media (e.g., pictures, symbols, text);</li> <li>- identify basic production elements used in media messages (e.g., color, sound, animation).</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify details in print media (e.g., pictures, symbols, text)</li> <li>- recognize basic production elements used in familiar media messages (e.g., color, sound).</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- respond to familiar print media (e.g., pictures, symbols, text).</li> <li>- respond to basic production elements in media messages (e.g., motion sound).</li> </ul>
<p><b>4</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- recognize similarities and differences in the way information is presented in a variety of print.</li> <li>- identify production elements (e.g., graphics, color, sound) used to enhance communication in media.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify information communicated in Print.</li> <li>- recognize basic production elements (e.g., color, sound) used in media.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify information communicated in Print.</li> <li>- recognize basic production elements (e.g., color, sound) used in media.</li> </ul>
<p><b>5</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- recognize similarities and differences in the way information is presented in a variety of print and non-print media;</li> <li>- use media sources to obtain information and communicate to a specific audience.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify information communicated in print and non-print media.</li> <li>- use a media source to obtain information.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- respond to familiar print or non-print Materials.</li> <li>- respond to basic production elements in media messages (e.g., motion, color, sound).</li> </ul>

<b>LA.3.6.4 Technology</b>	<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
<p><b>LA.3.6.4.1</b> - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, websites)</p> <p><b>LA.3.6.4.2</b> - use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats.</p> <p><b>LA.4.6.4.1</b> - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations).</p>	<p><b>LA.4.6.4.2</b> - determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.</p> <p><b>LA.5.6.4.1</b> - select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations).</p> <p><b>LA.5.6.4.2</b> - determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<p><b>3</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication.</li> <li>- use digital tools (e.g., writing, drawing software) to produce pictures, letters, and words.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use an appropriate available technology to enhance communication.</li> <li>- use digital tools (e.g., writing, drawing software) to produce pictures, letters, or words.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use an appropriate available technology to enhance communication.</li> <li>- use technology resources to support learning. Florida K-12 Reading and Language Arts Standards 68</li> </ul>
<p><b>4</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication.</li> <li>- use digital tools (e.g., writing, drawing software) for publishing information or a story.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use an appropriate available technology to enhance communication.</li> <li>- use digital tools (e.g., writing, drawing software) to produce pictures, letters, or words.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use an appropriate available technology to enhance communication.</li> <li>- use technology to communicate information or preferences.</li> </ul>
<p><b>5</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use appropriate available technology to enhance communication.</li> <li>- use digital tools for publishing or presenting a topic or story.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use appropriate available technology to enhance communication.</li> <li>- use digital tools to produce pictures, letters, and words to communicate meaning.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use an appropriate available technology to enhance communication.</li> <li>- use technology to communicate information or preferences.</li> </ul>