

<b>LA.6.1.5 Fluency</b>	<b>Standard:</b> The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
<p>LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.</p> <p>LA.7.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.</p>	LA.8.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<p><b>6</b></p> <p><b>Independent:</b> The student will read text with accuracy.</p>	<p><b>Supported:</b> The student will read text with high frequency sight words and phonetically regular words with accuracy.</p>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- accurately and consistently identify pictures or symbols paired with words in stories and daily activities; and</li> <li>- identify pictures or symbols paired with words to indicate the next step in familiar daily activities.</li> </ul>
<p><b>7</b></p> <p><b>Independent:</b> The student will read text with accuracy.</p>	<p><b>Supported:</b> The student will read text with high frequency sight words and phonetically regular words with accuracy.</p>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities; and</li> <li>- identify pictures or symbols paired with words to indicate the next step in familiar daily activities.</li> </ul>
<p><b>8</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- read text with accuracy; and</li> <li>- adjust reading rate based on difficulty.</li> </ul>	<p><b>Supported:</b> The student will read text with accuracy.</p>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- accurately and consistently identify pictures or symbols paired with words in stories and daily activities; and</li> <li>- identify pictures or symbols to indicate the next step in a familiar activity.</li> </ul>

<b>LA.6.1.6 Vocabulary Development</b>	<b>Standard: The student uses multiple strategies to develop grade appropriate vocabulary.</b>
<p>LA.6.1.6.1 - use new vocabulary that is introduced and taught directly;</p> <p>LA.6.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;</p> <p>LA.6.1.6.3 - use context clues to determine meanings of unfamiliar words;</p> <p>LA.6.1.6.4 - categorize key vocabulary and identify salient features;</p> <p>LA.6.1.6.5 - relate new vocabulary to familiar words;</p> <p>LA.6.1.6.6 - distinguish denotative and connotative meanings of words;</p> <p>LA.6.1.6.7 - identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;</p> <p>LA.6.1.6.8 - identify advanced word/phrase relationships and their meanings;</p> <p>LA.6.1.6.9 - determine the correct meaning of words with multiple meanings in context;</p> <p>LA.6.1.6.10 - determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and</p> <p>LA.6.1.6.11 - identify the meaning of words and phrases derived from Greek and Roman mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).</p>	<p>LA.7.1.6.1 - use new vocabulary that is introduced and taught directly;</p> <p>LA.7.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;</p> <p>LA.7.1.6.3 - use context clues to determine meanings of unfamiliar words;</p> <p>LA.7.1.6.4 - categorize key vocabulary and identify salient features;</p> <p>LA.7.1.6.5 - relate new vocabulary to familiar words;</p> <p>LA.7.1.6.6 - distinguish denotative and connotative meanings of words;</p> <p>LA.7.1.6.7 - identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;</p> <p>LA.7.1.6.8 - identify advanced word/phrase relationships and their meanings;</p> <p>LA.7.1.6.9 - determine the correct meaning of words with multiple meanings in context;</p> <p>LA.7.1.6.10 - determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and</p> <p>LA.7.1.6.11 - identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Roman mythology.</p> <p>LA.8.1.6.1 - use new vocabulary that is introduced and taught directly;</p> <p>LA.8.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;</p> <p>LA.8.1.6.3 - use context clues to determine meanings of unfamiliar words;</p> <p>LA.8.1.6.4 - categorize key vocabulary and identify salient features;</p> <p>LA.8.1.6.5 - relate new vocabulary to familiar words;</p> <p>LA.8.1.6.6 - distinguish denotative and connotative meanings of words;</p> <p>LA.8.1.6.7 - identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;</p> <p>LA.8.1.6.8 - identify advanced word/phrase relationships and their meanings;</p> <p>LA.8.1.6.9 - determine the correct meaning of words with multiple meanings in context;</p> <p>LA.8.1.6.10 - determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and</p> <p>LA.8.1.6.11 - identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Roman mythology.</p>

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

6

**Independent:** The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss a variety of text;
- use context clues and graphics to determine meaning of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;
- use phonics skills to decode complex word families (e.g., -ieve);
- recognize and use prefixes (re-, un-), suffixes (-s, -es), and irregular plurals;
- determine the correct meaning of a word with multiple meanings (e.g., homographs) in context; and
- determine the meaning of unknown words using a dictionary and digital tools.

**Supported:** The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss a variety of text;
- use context clues and illustrations to determine meaning of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;
- use phonics skills to decode words with common consonant blends, consonant and vowel digraphs, and controlled vowels;
- recognize and use regular plurals, compound words, and contractions;
- recognize common synonyms and antonyms; and
- determine the meaning of unknown words using a picture dictionary and digital tools.

**Participatory:** The student will:

- respond to new vocabulary that is introduced and taught directly;
- listen and respond to stories and informational text;
- identify familiar persons, objects, and actions by name; and
- select and respond to objects, pictures, or symbols paired with words in familiar classroom activities.

7

**Independent:** The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss a variety of text;
- use context clues and graphics to determine meaning of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;
- use phonics skills to decode words with special vowel spellings;
- recognize and use prefixes (mis-, in-) and suffixes (-er);
- determine the meaning of a word with multiple meanings (e.g., homographs) in context; and
- determine the meaning of unknown words using a dictionary and digital tools.

**Supported:** The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss a variety of text;
- use context clues and illustrations to determine meaning of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;
- use phonics skills to decode phonetically regular multi-syllabic words;
- recognize common abbreviations;
- recognize and use common suffixes (-s, -es);
- recognize synonyms, antonyms, and homophones; and
- determine the meaning of unknown words using a picture dictionary and digital tools.

**Participatory:** The student will:

- respond to new vocabulary that is introduced and taught directly;
- listen and respond to stories and informational text;
- identify persons, objects, and actions by name or characteristic; and
- select and respond to objects, pictures, or symbols paired with words in familiar school activities.

8

**Independent:** The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss a variety of text;
- use context clues and graphics to determine the meaning of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;
- use phonics skills to decode unknown words;
- recognize and use prefixes, suffixes, and root words;
- identify word relationships (e.g., common analogies) and their meaning;
- determine the meaning of a word with multiple meanings (e.g., homographs) in text; and
- determine the meaning of unknown words using a dictionary and digital tools.

**Supported:** The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss a variety of text;
- use context clues and graphics to determine the meaning of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;
- use phonics skills to decode words with diphthongs;
- recognize and use common suffixes (-ed, -ing);
- determine the meaning of a word with multiple meanings (e.g., homographs) in text; and
- determine the meaning of unknown words using a dictionary and digital tools.

**Participatory:** The student will:

- identify new vocabulary that is introduced and taught directly;
- listen and respond to stories and informational text;
- identify persons, objects, and actions by name or characteristic; and
- select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.

<b>LA.6.1.7 .Reading Comprehension</b>		<b>Standard: The student uses a variety of strategies to comprehend grade level text.</b>	
<p>LA.6.1.7.1 - use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;</p> <p>LA.6.1.7.2 - analyze the author’s purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;</p> <p>LA.6.1.7.3 - determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details</p> <p>LA.6.1.7.4 - identify cause-and-effect relationships in text;</p> <p>LA.6.1.7.5 - analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text</p> <p>LA.6.1.7.6 - analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selection</p> <p>LA.6.1.7.7 - compare and contrast elements in multiple texts; and</p> <p>LA.6.1.7.8 - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p> <p>LA.7.1.7.1 - use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;</p>	<p>LA.7.1.7.2 - analyze the author’s purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;</p> <p>LA.7.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;</p> <p>LA.8.1.7.1 - use background knowledge of subject and related content areas, prereading</p> <p>LA.8.1.7.2 - analyze the author’s purpose and/or perspective in a variety of texts and understand how they affect meaning;</p> <p>LA.8.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;</p> <p>LA.8.1.7.4 - identify cause-and-effect relationships in text;</p> <p>LA.8.1.7.5 - analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;</p> <p>LA.8.1.7.6 - analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;</p> <p>LA.8.1.7.7 - compare and contrast elements in multiple texts (e.g., setting, characters, problems); and</p> <p>LA.8.1.7.8 - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p>		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g., table of contents, headings, simple charts, maps) to make confirm predictions</li> <li>- content and purpose of reading selections;</li> <li>- identify the author’s purpose (e.g., to inform, entertain, persuade) using key words, phrases, and graphics in text;</li> <li>- determine the main idea or essential message in text through identifying relevant details and facts;</li> <li>- identify cause and effect relationships in stories and inform. text;</li> <li>- identify text structures (e.g., comparison/contrast, explicit cause/effect relationships, sequence of events) in narrative and informational text using strategies, including graphic organizers;</li> <li>- identify the theme in fiction or nonfiction selections;</li> <li>- identify similarities and differences in characters, actions, or settings in two texts; and</li> <li>- use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use background knowledge of the subject and text features (e.g., illustrations, title) to make predictions of content of reading selections;</li> <li>- identify the author’s purpose (e.g., tell a story, give information, elicit feelings) in a variety of texts with graphics;</li> <li>- determine the main idea or essential message in text through identifying relevant details, including who, what, where, and when;</li> <li>- identify explicit cause and effect relationships in read-aloud stories and informational text;</li> <li>- identify fiction or nonfiction selections based on a theme;</li> <li>- identify similarities and differences in characters and settings in stories using strategies, including simple graphic organizers; and</li> <li>- uses strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify persons, objects, actions, or events in read-aloud narrative and informational text used in daily activities;</li> <li>- respond to pictures or symbols paired with words used to guide classroom activities;</li> <li>- recognize details in read-aloud stories and informational text;</li> <li>- use pictures or symbols paired with words to achieve cause/effect outcomes in daily classroom activities;</li> <li>- recognize familiar read-aloud stories with a theme (e.g., friendship); and</li> <li>- use a resource when necessary to clarify meaning of pictures, symbols, or words in classroom activities.</li> </ul>	

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

<b>LA.6.2.1 Fiction</b>	<b>Standard:</b> 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>LA.6.2.1.1 - identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;</p> <p>LA.6.2.1.2 - locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;</p> <p>LA.6.2.1.3 - locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;</p> <p>LA.6.2.1.4 - identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);</p> <p>LA.6.2.1.5 - develop an interpretation of a selection and support through sustained use of examples and contextual evidence;</p> <p>LA.6.2.1.6 - write a book report, review, or critique that compares two or more works by the same author;</p> <p>LA.6.2.1.7 - locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;</p> <p>LA.6.2.1.8 - compare language patterns and vocabulary of contemporary texts to those of historical texts;</p> <p>LA.6.2.1.9 - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and</p> <p>LA.6.2.1.10 - use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.</p> <p>LA.7.2.1.2 - locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;</p> <p>LA.7.2.1.3 - locate various literary devices (e.g., sound, meter, figurative)</p> <p>LA.7.2.1.4 - identify and analyze recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);</p> <p>LA.7.2.1.5 - develop an interpretation of a selection and support through sustained use of examples and contextual evidence;</p> <p>LA.7.2.1.6 - compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);</p>	<p>LA.7.2.1.7 - locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;</p> <p>LA.7.2.1.8 - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;</p> <p>LA.7.2.1.9 - describe changes in the English language over time, and support these descriptions with examples from literary texts; and</p> <p>LA.7.2.1.10 - use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.</p> <p>LA.8.2.1.1 - identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;</p> <p>LA.8.2.1.2 - locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;</p> <p>LA.8.2.1.3 - locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;</p> <p>LA.8.2.1.4 - identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;</p> <p>LA.8.2.1.5 - develop an interpretation of a selection and support through sustained use of examples and contextual evidence;</p> <p>LA.8.2.1.6 - compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;</p> <p>LA.8.2.1.7 - locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;</p> <p>LA.8.2.1.8 - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;</p> <p>LA.8.2.1.9 - describe changes in the English language over time, and support these descriptions with examples of literary texts; and</p> <p>LA.8.2.1.10 - use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation.</p>	

## Access Points for Students with Significant Cognitive Disabilities

6

**Independent:** The student will:

- identify characteristics of various genres of literature (e.g., fiction, poetry, drama);
- identify characters, setting, plot structure, and theme in works of literature;
- identify literary devices (e.g., sound, descriptive language) that communicate feelings and meaning;
- identify themes (e.g., bravery, friendship, caring) in fiction;
- write a reflection that describes how the characters, problem/solution, or theme in a literature selection connect to life experiences;
- write a brief review or report on literature that includes a description of characters, setting, plot structure (e.g., problem/solution and sequence of events), and theme;
- recognize the meaning of common idioms (e.g., hands off) and figurative language (e.g., runs like a deer);
- identify examples of past and present language in literature of different historical periods;
- identify themes (e.g., growing up, solving problems) in fiction texts of different historical periods; and
- select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

**Supported:** The student will:

- identify basic characteristics of various genres of literature (e.g., fiction, poetry);
- identify characters, setting, events, and main problem in read-aloud works of literature;
- identify literary devices (e.g., words that describe people, objects, feelings) in literature;
- identify stories or drama based on a theme (e.g., bravery, friendship);
- write a reflection that relates the main idea or problem/solution in a read aloud literature selection to life experiences;
- write a brief report or review of a story with illustrations that identifies characters, settings, events, or main problem;
- recognize the meaning of common idioms (e.g., cross your fingers);
- recognize language in familiar stories reflecting different historical periods;
- identify stories of different historical periods based on a theme (e.g., growing up); and
- select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

**Participatory:** The student will:

- identify characters, objects, actions, and feelings in read-aloud literature;
- recognize rhythm, sounds, and words in read-aloud poetry and stories;
- recognize familiar read-aloud stories with a theme (e.g., friendship);
- use pictures, symbols, or words to identify characters, objects, actions, and feelings from familiar read-aloud literature; and
- select fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

7

**Independent:** The student will:

- identify differences in characteristics of various genres of literature (e.g., fiction, poetry, drama);
- identify setting, plot structure, theme, and elements of character development (e.g., dialogue, thoughts, actions) in works of literature;
- identify literary devices (e.g., sound, descriptive language, line length, illustrations) in poetry;
- identify themes (e.g., bravery, friendship, caring) in fiction, poetry, or drama;
- write a reflection that describes how the literature selection connects to life experiences and impacts the reader;
- write a review or brief report on two works of literature that identifies similarities and differences in theme or plot structure;
- identify literary devices (e.g., sound, descriptive language) in drama and stories;
- identify information about the historical time periods reflected in literary works;
- identify differences in vocabulary and language of contemporary and historical texts; and
- select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

**Supported:** The student will:

- identify basic characteristics of various genres of literature (e.g., fiction, poetry);
- identify characters, setting, events, and main problem and solution in read aloud literature;
- identify literary devices (e.g., words that describe people, objects, feelings) in poetry, drama, and stories;
- identify fiction stories, poetry, or drama based on a theme (e.g., bravery, friendship);
- write a reflection for a literature selection that describes how the story connects to life experiences;
- write a brief report on a literature selection that identifies similarities and differences in characters, settings, and actions;
- recognize the meaning of common idioms (e.g., green thumb) and figurative language (e.g., pretty as a picture) in literature;
- identify information about characters, settings, and events reflected in historical stories;
- identify differences in vocabulary used in historical stories; and
- select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

**Participatory:** The student will:

- use pictures, symbols, or words to identify characters, objects, and actions in read-aloud literature (e.g., fiction, poetry);
- recognize rhythm, sounds and words in read-aloud poetry, songs, and stories;
- recognize familiar read-aloud stories, poems, or drama with a theme (e.g., friendship);
- recognize words that describe people, objects, and actions in read-aloud literature; and
- select fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

8

**Independent:** : The student will:

- identify similarities and differences in characteristics of various genres of literature (e.g., fiction, poetry, drama);
- identify story elements (e.g., character, setting, plot, problem/solution, tone) in stories and drama;
- identify examples of literary devices (e.g., sound, figurative language, illustrations, fonts, word placement) that convey meaning in poetry;
- identify a common theme in more than one literary genre;
- describe how a literature selection connects to life experiences and impacts the reader based on support from the text or personal experiences;
- identify similarities and differences in characteristics of two literature selections or a common theme in more than one literary genre;
- identify examples of literary devices (e.g., expression, tone) in literature;
- identify information about the historical time periods reflected in literary works;
- distinguish differences in vocabulary and language used in contemporary and historical texts; and
- select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

**Supported:** The student will:

- identify basic characteristics of various genres of literature (e.g., fiction, poetry, drama);
- identify basic story elements (character, setting, problem/solution) in fiction;
- identify examples of literary devices (e.g., rhyme, rhythm, descriptive language) in poetry;
- identify a common theme in more than one literary work;
- describe how the characters, problem/ solution, or theme in a literature selection connect to life experiences;
- identify a common theme in more than one literary work;
- identify common literary devices (e.g.,point of view, figurative language, idioms) in stories;
- identify information about characters, settings, and events reflected in historical stories;
- identify differences in vocabulary used in historical and contemporary stories; and
- select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

**Participatory:** The student will:

- recognize characters, objects, and actions in read-aloud literature from various genres (e.g., fiction, poetry, drama);
- recognize words that describe people, objects, and actions in read-aloud literature;
- recognize familiar read-aloud stories, poems, or drama with a theme (e.g., bravery);
- use pictures, symbols, and words to describe characters, objects, actions, and settings in familiar read-aloud literature; and
- select fiction materials to listen to, based on interest and recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture.

<b>LA. 6.2.2 Nonfiction Standard</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.6.2.2.1 - locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);</p> <p>LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;</p> <p>LA.6.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);</p> <p>LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and</p> <p>LA.6.2.2.5 - use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> <p>The student will:</p> <p>LA.7.2.2.1 - locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);</p> <p>LA.7.2.2.2 - use information from the text to state the main idea and/or provide relevant details;</p> <p>LA.7.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);</p> <p>LA.7.2.2.4</p> <p>- identify the characteristics of a variety of types of text and how they are alike and different (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and</p>	<p>LA.7.2.2.5</p> <p>- use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p> <p>The student will:</p> <p>LA.8.2.2.1 - locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);</p> <p>LA.8.2.2.2 - synthesize and use information from the text to state the main idea or provide relevant details;</p> <p>LA.8.2.2.3</p> <p>- organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);</p> <p>LA.8.2.2.4</p> <p>- identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and</p> <p>LA.8.2.2.5</p> <p>- use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary</p>

<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<p><b>6</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify information provided in text features (e.g., table of contents, headings, simple charts, maps);</li> <li>- use information from nonfiction text to answer questions related to the main idea and supporting details;</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, dictionaries, newspapers, magazines); and</li> <li>- select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify information included in text features (e.g., illustrations, title, table of contents, headings);</li> <li>- use information from read-aloud 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 simple graphic organizers);</li> <li>- identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries); and</li> <li>- select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- recognize pictures or symbols paired with words in informational text used to guide classroom activities;</li> <li>- respond purposefully to pictures or symbols paired with words used to guide classroom activities; - recognize pictures, or symbols paired with words depicting a sequence in familiar activities; and - select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.</li> </ul>
<p><b>7</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- locate information in text features (e.g., table of contents, headings, simple charts and maps, text styles, glossary);</li> <li>- use information from nonfiction text to identify the main idea and supporting details;</li> <li>- organize information to show understanding (e.g., using graphic organizers, guided retelling);</li> <li>- identify a variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines, instructions); and</li> <li>- select a variety of nonfiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify information in text features (e.g., illustrations, title, table of contents, headings);</li> <li>- use information from read-aloud nonfiction text to identify the main idea and supporting details (e.g., who, what, where, when, what happened);</li> <li>- organize information to show understanding (e.g., using simple graphic organizers);</li> <li>- identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries, magazines); and</li> <li>- select a variety of nonfiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- recognize persons, objects, and actions in read-aloud informational text;</li> <li>- respond purposefully to pictures or symbols paired with words used to guide classroom activities;</li> <li>- recognize pictures or symbols paired with words depicting a sequence in familiar activities; and</li> <li>- select nonfiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.</li> </ul>
<p><b>8</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary);</li> <li>- use information from nonfiction text to identify the main idea and supporting details;</li> <li>- organize information to show understanding (e.g., using graphic organizers, guided retelling);</li> <li>- identify basic characteristics of variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams); and</li> <li>- select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify information in text features (e.g., title, illustrations and graphics, table of contents, headings);</li> <li>- use information from read-aloud nonfiction text to identify the main idea and supporting details (e.g., who, what, where, when, how, what happened);</li> <li>- organize information to show understanding (e.g., using simple graphic organizers);</li> <li>- identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries, magazines, newspapers);</li> <li>- select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- recognize persons, objects, and actions in read-aloud informational text;</li> <li>- respond purposefully to pictures or symbols paired with words used to guide classroom and school activities;</li> <li>- recognize pictures or symbols paired with words depicting a sequence in familiar activities; and</li> <li>- select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.</li> </ul>

LA.6.3.1 Prewriting	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.	
<p>The student will prewrite by:</p> <p>LA.6.3.1.1 - generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer’s notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;</p> <p>LA.6.3.1.2 - making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and</p> <p>LA.6.3.1.3 - using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).</p> <p>The student will prewrite by:</p> <p>LA.7.3.1.1 - generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer’s notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;</p> <p>LA.7.3.1.2 - making a plan for writing that addresses purpose, audience, main idea, and logical sequence;</p> <p>LA.7.3.1.3 - using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.</p>	<p>The student will prewrite by:</p> <p>LA.8.3.1.1 - generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer’s notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;</p> <p>LA.8.3.1.2 - making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion; and</p> <p>LA.8.3.1.3 - using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.</p>	

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

6

**Independent:** : The student will prewrite by

- generating ideas through a variety of activities (e.g. brainstorming, graphic organizers, group discussions, printed materials);
- identifying the purpose (e.g., inform, tell a story, entertain) and intended audience for writing; and
- using graphic organizers, outlines, or charts to create a plan for writing that identifies the main idea and supporting details.

**Supported:** The student will prewrite by:

- generating ideas through a variety of activities (e.g., responding to prompts, viewing pictures, listening to text, group discussion);
- identifying the purpose and intended audience for writing; and
- determining the main topic and details.

**Participatory:** The student will select a familiar person, object, activity, or event as the topic of communication.

7

**Independent:** The student will prewrite by:

- generating ideas through a variety of activities (e.g., brainstorming, graphic organizers, group discussions, reviewing printed material);
- identifying the purpose (e.g., inform, entertain, persuade, explain) and intended audience for the writing; and
- using graphic organizers, charts and outlines to organize main ideas and relevant supporting details into a logical sequence.

**Supported:** The student will prewrite by:

- generating ideas through a variety of activities (e.g., responding to prompts, viewing pictures, reading text, group discussion) to plan for writing;
- identifying the purpose and the intended audience for writing; and
- using graphic organizers to arrange main ideas and details in a logical sequence.

**Participatory:** The student will select a person, object, activity, or event as the topic of communication.

8

**Independent:** The student will prewrite by :

- generating ideas through a variety of sources (e.g., prior knowledge, discussions, printed material, lists, graphic organizers);
- identifying the purpose (e.g., inform, entertain, persuade, explain), intended audience, and central idea appropriate for the type of writing; and
- using graphic organizers, charts and outlines to arrange main ideas and relevant supporting details into a logical sequence.

**Supported:** The student will prewrite by:

- generating ideas through a variety of sources (e.g., brainstorming, graphic organizers, group discussions, printed materials) to plan for writing;
- identifying the purpose (e.g., inform, entertain) and intended audience for the writing; and
- using a graphic organizer to arrange main ideas and supporting details in a logical sequence.

**Participatory:** The student will select information about familiar persons objects, activities, or events as the topic of communication.

<b>LA. 6.3.2 Drafting</b>		<b>Standard: The student will write a draft appropriate to the topic, audience, and purpose.</b>	
<p>The student will draft writing by:            LA.6.3.2.1 - developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;            LA.6.3.2.2 - organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and            LA.6.3.2.3 - analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.</p> <p>The student will draft writing by:            LA.7.3.2.1 - developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;</p>		<p>LA.7.3.2.2 - organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and            LA.7.3.2.3 - analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of language techniques to reinforce voice.</p> <p>The student will draft writing by:            LA.8.3.2.1 - developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;            LA.8.3.2.2 - establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and            LA.8.3.2.3            - analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<b>6</b>	<p><b>Independent:</b> The student will draft writing by:            - using a prewriting plan to develop the main idea and supporting details; and            - organizing ideas into a logical sequence.</p>	<p><b>Supported:</b> The student will draft writing by:            - describing topics based on ideas developed in a plan; and            - organizing the ideas according to the purpose.</p>	<p><b>Participatory:</b> The student will make an initial attempt to communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.</p>
<b>7</b>	<p><b>Independent:</b> The student will draft writing by:            - using a prewriting plan to develop main ideas and supporting details; and            - organizing writing in a clear and logical sequence.</p>	<p><b>Supported:</b> The student will draft writing by:            - using a prewriting plan to develop ideas related to the topic; and            - organizing writing in a logical sequence according to purpose.</p>	<p><b>Participatory:</b> The student will make an initial attempt to communicate information about familiar persons, objects, activities, and events using pictures, symbols, or words.</p>
<b>8</b>	<p><b>Independent:</b> The student will draft writing by:            - using a prewriting plan to develop central idea and related main ideas and supporting details; and            - organizing plan into a logical sequence that fits the purpose of the writing.</p>	<p><b>Supported:</b> The student will draft writing by:            - using a prewriting plan to develop the main idea and supporting details; and            - organizing writing into a logical sequence according to the purpose.</p>	<p><b>Participatory:</b> The student will make an initial attempt to communicate information about familiar persons, objects, activities and events using pictures, symbols, or words.</p>

LA. 6.3.3 Revising	Standard: The student will revise and refine the draft for clarity and effectiveness.
<p>The student will revise by:</p> <p>LA.6.3.3.1 - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;</p> <p>LA.6.3.3.2 - creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);</p> <p>LA.6.3.3.3 - creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p> <p>LA.6.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p> <p>The student will revise by:</p> <p>LA.7.3.3.1 - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;</p> <p>LA.7.3.3.2 - creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas;</p>	<p>LA.7.3.3.3 - creating precision and interest by using a variety of sentence structures (including the use of participles and participial phrases at the beginning and end of sentences), creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p> <p>LA.7.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p> <p>The student will revise by:</p> <p>LA.8.3.3.1 - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;</p> <p>LA.8.3.3.2 - creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;</p> <p>LA.8.3.3.3 - creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p> <p>LA.8.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p>

<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<b>6</b>	<p><b>Independent:</b> The student will revise by:</p> <ul style="list-style-type: none"> <li>- reviewing for clarity of content, organization, and word choice and use of simple and compound sentences to express ideas;</li> <li>- improving connections between main ideas and details and adding details needed to communicate the purpose;</li> <li>- changing words and adding transitional words to clarify meaning or add interest using resources and materials to select appropriate vocabulary; and</li> <li>- using tools and strategies (e.g., checklists, teacher review, peer review) to improve the draft.</li> </ul>	<p><b>Supported:</b> The student will revise by:</p> <ul style="list-style-type: none"> <li>- reviewing draft to clarify content and use of complete sentences to express ideas;</li> <li>- improving the connection between main ideas and details;</li> <li>- adding descriptive words or details; and</li> <li>- using tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary).</li> </ul>	<p><b>Participatory:</b> The student will adjust information communicated about a familiar person, object, activity, or event when necessary by selecting</p>
<b>7</b>	<p><b>Independent:</b> The student will revise by:</p> <ul style="list-style-type: none"> <li>- reviewing for clarity of content, focus, organization, and word choice and use of simple and compound sentences to express ideas;</li> <li>- improving connections between main ideas and details and modifying details to communicate the purpose;</li> <li>- changing words and sentences to clarify the meaning or add interest using resources and reference materials to select more precise vocabulary; and</li> <li>- using tools and strategies (e.g., checklists, rubrics, teacher or peer review) to improve the writing.</li> </ul>	<p><b>Supported:</b> The student will revise by:</p> <ul style="list-style-type: none"> <li>- reviewing the draft for clarity of content and organization and use of complete sentences to express ideas;</li> <li>- clarifying connections between main idea and details with prompting;</li> <li>- adding descriptive words or details; and</li> <li>- using tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary).</li> </ul>	<p><b>Participatory:</b> The student will adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.</p>
<b>8</b>	<p><b>Independent:</b> The student will revise by:</p> <ul style="list-style-type: none"> <li>- reviewing for content, focus, organization, and word choice, and use of simple and compound sentences to express ideas;</li> <li>- improving connections between main ideas and details and modifying details to communicate the purpose;</li> <li>- rearranging or changing words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary; and</li> <li>- using tools and strategies (e.g., checklists, rubrics, dictionary, teacher review, peer review) to improve writing.</li> </ul>	<p><b>Supported:</b> The student will revise by:</p> <ul style="list-style-type: none"> <li>- reviewing the draft for clarity of content, organization, or word choice, and use of complete sentences to express ideas;</li> <li>- improving connections between main idea and details with prompting;</li> <li>- adding descriptive words or details; and</li> <li>- using tools, strategies, and resources to improve the draft (e.g., teacher review, peer review, dictionary).</li> </ul>	<p><b>Participatory:</b> The student will adjust information communicated about familiar persons, objects, activities, or events when necessary by changing or rearranging pictures, symbols, or words.</p>

<b>LA.6.3.4 Editing for Language Conventions</b>	<b>Standard: The student will edit and correct the draft for standard language conventions.</b>
<p>The student will edit for correct use of:</p> <p>LA.6.3.4.1 - spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;</p> <p>LA.6.3.4.2 - capitalization, including major words in titles of books, plays, movies, and television programs;</p> <p>LA.6.3.4.3 - punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;</p> <p>LA.6.3.4.4 - the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and</p> <p>LA.6.3.4.5 - consistency in verb tense in simple, compound, and complex sentences.</p> <p>The student will edit for correct use of:</p> <p>LA.7.3.4.1 - spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;</p> <p>LA.7.3.4.2 - capitalization, including regional names (e.g., East Coast), historical events and documents;</p>	<p>LA.7.3.4.3 - punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives;</p> <p>LA.7.3.4.4 - the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and</p> <p>LA.7.3.4.5 - consistency in verb tense in simple, compound, and complex sentences.</p> <p>The student will edit for correct use of:</p> <p>LA.8.3.4.1 - spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;</p> <p>LA.8.3.4.2 - capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant);</p> <p>LA.8.3.4.3 - punctuation, including commas, colons, semicolons, quotation marks, and apostrophes;</p> <p>LA.8.3.4.4 - the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and</p> <p>LA.8.3.4.5 - subject/verb agreement, noun/pronoun agreement.</p>

<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<p><b>6</b></p> <p><b>Independent:</b> The student will edit for correct use of:</p> <ul style="list-style-type: none"> <li>- spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resource as necessary;</li> <li>- capitalization, including but not limited to proper nouns, the pronoun “I,” and the initial word of sentences</li> <li>- end punctuation (period, question mark, exclamation point) for sentences;</li> <li>- singular and plural nouns; and</li> <li>- verb tense 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>- spelling of words, using a word bank, dictionary, or other resource as necessary;</li> <li>- capitalization of proper names; the pronoun “I,” and the initial word of sentences;</li> <li>- end punctuation (period) in complete sentences; and</li> <li>- complete sentences.</li> </ul>	<p><b>Participatory:</b> The student will adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.</p>
<p><b>7</b></p> <p><b>Independent:</b> The student will edit for correct use of:</p> <ul style="list-style-type: none"> <li>- spelling of high frequency and phonetically regular words, using a dictionary or other resource as necessary</li> <li>- capitalization, including proper nouns, the pronoun “I,” days of the week, months of the year, and initial word of sentences;</li> <li>- commas in dates and end punctuation for sentences; and</li> <li>- verb tense 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>- spelling of common phonetically regular words (e.g., CVC, CVCe) and high frequency words, using a word bank, dictionary, or other resource as necessary;</li> <li>- capitalization, including proper nouns, the pronoun “I,” and the initial word of sentences;</li> <li>- end punctuation (period) for sentences; and</li> <li>- complete sentences.</li> </ul>	<p><b>Participatory:</b> The student will adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.</p>
<p><b>8</b></p> <p><b>Independent:</b> The student will edit for correct use of:</p> <ul style="list-style-type: none"> <li>- spelling of high frequency words, phonetically regular words using spelling rules and orthographic patterns, and unknown words verified with a dictionary or other resource;</li> <li>- capitalization, including proper nouns, the pronoun “I,” days of the week and months of the year, and initial word of sentences;</li> <li>- end punctuation, quotation marks in dialogue, and commas in dates;</li> <li>- singular and plural nouns; and</li> <li>- verb tense 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>- spelling of phonetically regular and high frequency words, using a word bank, dictionary, or other resource as necessary;</li> <li>- capitalization, including proper nouns, the pronoun “I,” initial word of sentences, and days of the week;</li> <li>- end punctuation (period and question mark) for sentences;</li> <li>- singular and plural nouns; and</li> <li>- complete sentences.</li> </ul>	<p><b>Participatory:</b> The student will adjust information communicated about familiar persons, objects, activities, or events when necessary by selecting different pictures, symbols, or words.</p>

<b>LA.6.3.5 Publishing</b>		<b>Standard: The student will write a final product for the intended audience.</b>	
<p>LA.6.3.5.1 - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);</p> <p>LA.6.3.5.2 - use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and</p> <p>LA.6.3.5.3 - share the writing with the intended audience.</p> <p>LA.7.3.5.1 - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);</p> <p>LA.7.3.5.2 - use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and</p> <p>LA.7.3.5.3 - share the writing with the intended audience.</p>		<p>LA.8.3.5.1 - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);</p> <p>LA.8.3.5.2 - use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and</p> <p>LA.8.3.5.3 - share the writing with the intended audience.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
6	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- prepare writing in a format appropriate to audience and purpose;</li> <li>- use required spacing and margins and graphics and illustrations as needed; and</li> <li>- share writing with the intended audience.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- prepare writing in a format appropriate to audience and purpose;</li> <li>- use spacing and margins as required in the final product; and</li> <li>- share writing with the intended audience.</li> </ul>	<p><b>Participatory:</b> The student will effectively communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.</p>
	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- prepare writing in a format appropriate to audience and purpose;</li> <li>- use required spacing and margins and graphics and illustrations as needed; and</li> <li>- share writing with the intended audience.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- prepare writing appropriate to the purpose;</li> <li>- use required spacing and graphics or illustrations as needed; and</li> <li>- share writing with the intended audience.</li> </ul>	<p><b>Participatory:</b> The student will effectively communicate information about familiar persons, objects, activities, or events, using pictures, symbols, or words.</p>
	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- prepare writing appropriate for the audience and purpose;</li> <li>- use margins and spacing to indicate paragraphs and other key features of text and graphics or illustrations as needed to enhance writing; and</li> <li>- share writing with the intended audience.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- prepare writing appropriate to the purpose;</li> <li>- use required spacing and margins and graphics or illustrations to support written text; and</li> <li>- share writing with the intended audience.</li> </ul>	<p><b>Participatory:</b> The student will effectively communicate information about familiar persons, objects, activities, or events using pictures, symbols, or words.</p>
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<b>LA.6.4.1 Creative</b>		<b>Standard:</b> The student develops and demonstrates creative writing.
<p>LA.6.4.1.1 - write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone;</p> <p>LA.6.4.1.2 - write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.</p> <p>LA.7.4.1.1 - write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and</p>	<p>LA.7.4.1.2 - write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.</p> <p>LA.8.4.1.1 - write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and</p> <p>LA.8.4.1.2 - write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write narratives about events that include a main idea, descriptive details, characters, a sequence of events, and setting; and</li> <li>- write expressive forms (e.g., poems, skits) that include rhythm and rhyme, dialogue, and appropriate format.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write narratives about persons, objects, and events that include a main idea and characters by creating stories supported by pictures; and</li> <li>- contribute to group writing of poetry, rhymes, or skits.</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 events; and</li> <li>- recognize rhythm, sounds, and words in familiar poetry, songs, and rhymes.</li> </ul>
<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write narratives about events or experiences that include a main idea, descriptive details, characters, sequence of events, setting, and plot; and</li> <li>- produce expressive forms (e.g., poems, skits, songs) that include rhythm and rhyme, dialogue, appropriate format, and figurative language.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write narratives about events or experiences that include a main idea, characters, and sequence of events; and</li> <li>- contribute to group writing of expressive forms (e.g., poems, skits) using predictable patterns of rhythm and rhyme and dialogue.</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 events; and</li> <li>- recognize rhythm, sounds, and words in familiar</li> </ul>
<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write narratives about events or experiences that include a main idea, descriptive details, characters, sequence of events, and plot; and</li> <li>- write expressive forms (e.g., poems, skits, songs) that include rhythm and rhyme, dialogue, appropriate format, and figurative language.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write narratives about events that include a main idea, descriptive details, characters, and a sequence of events; and</li> <li>- write expressive forms (e.g., poems and skits) that include rhythm and rhyme, or dialogue using a guided format.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- communicate information that tells about persons, objects, and activities; and</li> <li>- recognize rhythm, sounds, and words in familiar poetry, dialogue, songs, and rhymes.</li> </ul>

LA 6.4.2 Informative	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.
<p>The student will:</p> <p>LA.6.4.2.1 - write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);</p> <p>LA.6.4.2.2 - record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;</p> <p>LA.6.4.2.3 - write informational/expository essays (e.g., process, description, explanation, comparison/ contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;</p> <p>LA.6.4.2.4 - write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and</p> <p>LA.6.4.2.5 - write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.</p> <p>The student will:</p> <p>LA.7.4.2.1 - Write in a variety of technical/informational forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);</p> <p>LA.7.4.2.2 - record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;</p> <p>LA.7.4.2.3 - write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details,an organizational structure particular to its type, and introductory, body, and concluding paragraphs;</p>	<p>LA.7.4.2.4 - write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and</p> <p>LA.7.4.2.5 - write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.</p> <p>The student will:</p> <p>LA.8.4.2.1 - write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);</p> <p>LA.8.4.2.2 - record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;</p> <p>LA.8.4.2.3 - write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;</p> <p>LA.8.4.2.4 - write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and</p> <p>LA.8.4.2.5 - write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.</p>

<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<b>6</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write in a variety of expository forms (e.g., journal, log, newsletter article);</li> <li>- record information (e.g., observations, notes, lists, labels, charts) related to a topic;</li> <li>- write an expository paragraph that includes a topic sentence and relevant information;</li> <li>- compose a friendly letter, invitation, message, thank-you note, and a formal letter using a model; and</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>- write in an expository form (e.g., daily journal, log);</li> <li>- record information (e.g., lists, labels, observations, charts) related to a topic;</li> <li>- write expository text, with illustrations or graphics, that includes information about the topic;</li> <li>- compose invitations, messages, and thank-you notes using a model; and</li> <li>- produce functional text supported by pictures (e.g., two-step directions, information signs, basic recipes).</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- communicate information about persons or objects using pictures, symbols, or words;</li> <li>- communicate information about classroom activities;</li> <li>- use gestures and expressions to greet or invite others to engage in an activity or express appreciation; and</li> <li>- express preferences and choices.</li> </ul>
<b>7</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write in a variety of expository forms (e.g., journal, log, article, brief report);</li> <li>- record information (e.g., observations, notes, lists, labels, charts, graphs) related to a topic;</li> <li>- write an expository paragraph that includes a topic sentence, supporting details, and relevant information;</li> <li>- compose a friendly letter, message, invitation, and thank-you note and write a formal letter using a model; and</li> <li>- write functional text (e.g., three-step instructions or directions, recipes, labels, posters, graphs).</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write in a variety of expository forms (e.g., daily journal, log, summary);</li> <li>- record information (e.g., lists, labels, charts) related to a topic;</li> <li>- write expository text that includes a topic sentence and relevant information about the topic;</li> <li>- compose invitations, messages, and thank-you notes using a model; and</li> <li>- write functional text (e.g., two-step directions, basic recipes, informational posters).</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- communicate information about the persons, objects, or activities using pictures, symbols, or words;</li> <li>- communicate information about classroom activities;</li> <li>- use gestures and expressions to greet or invite others to engage in an activity or communicate appreciation; and</li> <li>- express preferences and choices.</li> </ul>
<b>8</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write in a variety of expository forms (e.g., journal, log, summary);</li> <li>- record information (e.g., lists, map labels, charts, graphs, legends) related to a topic;</li> <li>- write expository paragraph that includes a topic sentence, supporting details and relevant information;</li> <li>- compose a friendly letter that includes a heading, salutation, body, closing, and signature, and write a formal letter using a model; and</li> <li>- write functional text (e.g., three-step instructions or directions, recipes, labels, posters, graphs/tables).</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write in a variety of expository forms (e.g., daily journal, log, summary);</li> <li>- record information (e.g., lists, map labels, charts) related to a topic;</li> <li>- write expository text that includes a topic sentence and relevant information about the topic;</li> <li>- compose informal invitations, friendly messages and thank-you notes using a model; and</li> <li>- write functional text (e.g., two-step directions, labels, basic recipes, informational posters).</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- communicate information about persons, objects, activities, or events using pictures, symbols, or words;</li> <li>- communicate information about classroom activities;</li> <li>- communicate greetings and invitations to others to engage in an activities; and communicate appreciation; and</li> <li>- express preferences and choices.</li> </ul>

<b>LA.6.4.3 Persuasive</b>		<b>Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.</b>	
<p>The student will:          LA.6.4.3.1          - write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence;          LA.6.4.3.2 - include persuasive techniques (e.g., word choice,</p> <p>The student will:          LA.7.4.3.1          - write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence; and</p>		<p>LA.7.4.3.2 - include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).</p> <p>The student will:          LA.8.4.3.1          - write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; and          LA.8.4.3.2          - include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
6	<b>Independent:</b> The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, poster, message) that shows why the topic or activity is important.	<b>Supported:</b> The student will describe a favorite topic and list reasons why that topic is the favorite.	<b>Participatory:</b> The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities
	<b>Independent:</b> The student select a favorite topic or activity and write persuasive text (e.g., advertisement, message, paragraph) that shows why the topic or activity is important.	<b>Supported:</b> The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.	<b>Participatory:</b> The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.
	<b>Independent:</b> The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, message, paragraph) that shows why the topic or activity is important.	<b>Supported:</b> The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, poster) that shows why the topic or activity is important.	<b>Participatory:</b> The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.
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<b>LA.6.5.1 Penmanship</b>	<b>Standard: The student engages in the writing process and writes to communicate ideas and experiences.</b>	
<p>LA.6.5.1.1 The student will use fluent and legible handwriting skills.</p> <p>LA.7.5.1.1 The student will use fluent and legible handwriting skills.</p>	<p>LA.8.5.1.1 The student will use fluent and legible handwriting skills.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<b>6</b>	<p><b>Independent:</b> The student will use legible handwriting.</p>	<p><b>Supported:</b> The student will write words using upper case and lower case letters, proper spacing, and sequencing.</p>
<b>7</b>	<p><b>Independent:</b> The student will use legible handwriting.</p>	<p><b>Supported:</b> The student will write words and sentences with proper spacing and sequencing.</p>
<b>8</b>	<p><b>Independent:</b> The student will use legible handwriting.</p>	<p><b>Supported:</b> The student will write words and sentences with proper spacing and sequencing.</p>
		<p><b>Participatory:</b> The student will use pictures, symbols, or words to communicate meaning.</p>
		<p><b>Participatory:</b> The student will use pictures, symbols, or words</p>
		<p><b>Participatory:</b> The student will use pictures, symbols, or words to communicate meaning.</p>

LA.6.5.2 Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.	
<p>LA.6.5.2.1 - listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and</p> <p>LA.6.5.2.2 - deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.</p> <p>LA.7.5.2.1 - use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;</p>		<p>LA.7.5.2.2 - analyze persuasive techniques in both formal and informal speech; and</p> <p>LA.7.5.2.3 - organize and effectively deliver speeches to entertain, inform and persuade, demonstrating appropriate language choices, body language, eye contact, gestures, and the use of supporting graphics and technology.</p> <p>LA.8.5.2.1 - demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;</p> <p>LA.8.5.2.2 - use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;</p> <p>LA.8.5.2.3 - select and use a variety of creative oral language techniques for clarity and effect (e.g., connotation, denotation, hyperbole, understatement);</p> <p>LA.8.5.2.4 - research, organize, and effectively deliver speeches to entertain, inform, and persuade; and</p> <p>LA.8.5.2.5 - demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
6	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen and gain information for a variety of purposes including but not limited to identifying main idea, supporting details (e.g., who, what, where, when, how, why), and sequence of events; and</li> <li>- give oral presentations about topics using appropriate language choices, body language, and eye contact.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen and gain information for a variety of purposes including but not limited to determining main idea, supporting details (e.g., who, what, where, and when), and sequence of events; and</li> <li>- give informal oral presentations to retell stories or personal experiences using appropriate language choices and body language.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen and gain information for different purposes (e.g., instruction in daily tasks); and</li> <li>- use language to communicate information in classroom activities.</li> </ul>
	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use effective listening strategies for informal discussions, including but not limited to responsive listening, staying on topic, and respecting the viewpoints of others;</li> <li>- identify examples of persuasive techniques (e.g., word choice, emotional appeal, appeal to authority);and</li> <li>- give brief speeches to inform using appropriate language choices, eye contact, and body language.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use effective listening strategies for informal discussions, including but not limited to paying attention, asking questions, making relevant comments, and respecting others;</li> <li>- identify examples of persuasive techniques (e.g., emotional appeal, appeal to authority); and</li> <li>- give informal oral presentations about topics or experiences using appropriate language choices and body language.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen and respond to verbal messages from familiar speakers;</li> <li>- respond purposefully to persuasive communication from a familiar person; and</li> <li>- use language to express information or preferences in a variety of activities.</li> </ul>
	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use effective listening skills and behaviors for a variety of purposes and demonstrate understanding through guided retelling and summarizing;</li> <li>- use effective listening and speaking strategies for informal discussions, including but not limited to listening responsively, staying on topic, and respecting the viewpoints of others;</li> <li>- manipulate oral language for clarity by adding or deleting words to express the same thought or idea;</li> <li>- gather information and give brief speeches; and</li> <li>- use appropriate language choices, eye contact, body language, and gestures when presenting.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- use effective listening skills and behaviors for a variety of purposes and use guided retelling to identify the topic and supporting details;</li> <li>- listen attentively, ask questions, and make relevant comments about the content in informal discussions and conversations;</li> <li>- choose words and phrases to orally express a message for a specified purpose;</li> <li>- give informal oral presentations about a topic; and</li> <li>- use appropriate language choices, body language, and eye contact when presenting.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen and respond to verbal messages from a variety of speakers; and</li> <li>- communicate information or preferences and respond purposefully in a variety of situations.</li> </ul>
8			

LA.6.6.2 Research Process	Standard: The student uses a systematic process for the collection, processing, and presentation of information.
<p>The student will:</p> <p>LA.6.6.2.1 - select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;</p> <p>LA.6.6.2.2 - collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;</p> <p>LA.6.6.2.3 - write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and</p> <p>LA.6.6.2.4 - explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.</p> <p>The student will:</p> <p>LA.7.6.2.1 - select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;</p> <p>LA.7.6.2.2 - assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;</p>	<p>LA.7.6.2.3 - write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and</p> <p>LA.7.6.2.4 - understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.</p> <p>The student will:</p> <p>LA.8.6.2.1 - select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;</p> <p>LA.8.6.2.2 - assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;</p> <p>LA.8.6.2.3 - write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and</p> <p>LA.8.6.2.4 - understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.</p>

<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<p><b>6</b></p> <p><b>Independent:</b> The student will:</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);</li> <li>- identify information from references to answer search questions;</li> <li>- write a report that includes a title, main idea(s) and relevant details in an organized sequence with a closing statement, and a list of sources used;</li> <li>and</li> <li>- record simple bibliographic data and identify ethical practices for using information (e.g., not claiming ownership of others' ideas).</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- ask questions for a search on a topic and locate information in teacher recommended digital or print references or other sources;</li> <li>- use information from teacher recommended references or other sources to answer search questions;</li> <li>- write a simple report that includes a title, relevant details, illustrations or graphics, and a list of sources used; and</li> <li>- identify the titles of references or other sources used to answer search questions.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- select an object to explore and use a teacher-recommended source for information;</li> <li>- select pictures, symbols, or words that relate to the selected object or picture and seek assistance to clarify meaning of pictures, symbols, or words;</li> <li>- communicate information about the selected object or picture using pictures, symbols, or words; and</li> <li>- identify objects, books, and print material that belong to others.</li> </ul>
<p><b>7</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify a topic for inquiry and use a predetermined search plan and evaluative criteria (e.g., relevance, special features) to select references and other resources;</li> <li>- locate and use information and determine whether content in informational materials is accurate by matching to a reliable source;</li> <li>- write a report that includes a title, main idea(s) and relevant details in an organized sequence, a closing statement, and a list of sources used; and</li> <li>- record simple bibliographic data and identify ethical practices for using information (e.g., not claiming ownership of others' ideas).</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- select a topic and use a predetermined search plan to locate information in teacher-recommended digital or print references or other sources;</li> <li>- use references or other sources to identify relevant information to answer search questions;</li> <li>- write a simple report supported by relevant illustrations and graphics with a title, and a list of sources used; and</li> <li>- record the titles of references or other sources used to answer search questions and identify ethical practices for using information (e.g., not copying from another student).</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- select a person, object, or activity to learn about and use a teacher recommended source for information;</li> <li>- obtain information about the selected person, object, or activity and seek assistance to clarify meaning of pictures, symbols, or words;</li> <li>- communicate information about the selected person or object using pictures, symbols, or words; and</li> <li>- identify objects, books, and print materials that belong to others.</li> </ul>
<p><b>8</b></p> <p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- select a topic, adapt a predetermined search plan and use evaluative criteria (e.g., relevance, special features) to locate information in references and other resources;</li> <li>- record and organize information by topic using multiple sources (e.g., digital and print texts, maps, charts, graphs, photographs) and check factual information in reference materials;</li> <li>- write a report that includes main idea (s) and relevant details in an organized sequence, a concluding statement, and a list of sources used; and</li> <li>- record bibliographic data using a template and identify ethical practices for using information (e.g., knowing the difference between copying material from a text, using own words).</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- select a topic and use a predetermined search plan to locate information in teacher-recommended digital or print references or other sources;</li> <li>- read and record information from references or other sources to answer search questions;</li> <li>- write a simple report that includes a title, main idea and details, relevant illustrations and graphics, a closing statement, and a list of sources used; and</li> <li>- record the titles of references or other sources used to answer search questions and identify ethical practices for using information (e.g., not copying from another student).</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- select a person or object to learn about and use a teacher recommended source for information;</li> <li>- obtain information about a selected person or object and seek assistance to clarify meaning of pictures, symbols, or words;</li> <li>- communicate information about persons, objects, activities, or events using pictures, symbols, or words; and</li> <li>- identify objects, books or print material that belong to others.</li> </ul>

<b>LA.6.6.3 Media Literacy</b>		<b>Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.</b>	
<p>The student will:          LA.6.6.3.1 - analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and          LA.6.6.3.2 - demonstrate the ability to select</p> <p>The student will:          LA.7.6.3.1 - analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;          LA.7.6.3.2 - demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and</p>		<p>LA.7.6.3.3 - distinguish between propaganda and ethical reasoning strategies in print and nonprint media.</p> <p>The student will:          LA.8.6.3.1 - analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;          LA.8.6.3.2 - demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and          LA.8.6.3.3 - distinguish between propaganda and ethical reasoning strategies in print and nonprint media.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
6	<p><b>Independent:</b> The student will:          - identify how production elements (e.g., graphics, color, sound) enhance communication in media; and          - select media to enhance communication.</p>	<p><b>Supported:</b> The student will:          - recognize production elements (e.g., color, sound, motion) used in media; and          - use teacher-recommended media to communicate information.</p>	<p><b>Participatory:</b> The student will respond to production elements (e.g., motion, sound, color) used in media.</p>
	<p><b>Independent:</b> The student will:          - identify how production elements (e.g., graphics, color, sound) are used to enhance communication in media;          - select and use media to enhance communication; and          - recognize persuasive techniques (e.g., word choice, emotional appeal, appeal to authority) in text.</p>	<p><b>Supported:</b> The student will:          - recognize production elements (e.g., motion, sound, color) used in media;          - use media to enhance communication;          and          - recognize examples of basic persuasive techniques (e.g., emotional appeal, appeal to authority).</p>	<p><b>Participatory:</b> The student will:          - respond to production elements (e.g., sound, color, motion) used in media; and          - use media to obtain information.</p>
	<p><b>Independent:</b> The student will:          - identify how production elements (e.g., graphics, color, sound) are used to enhance communication in media;          - use media with graphics, sound, or color to communicate information on a topic; and          - identify persuasive techniques (e.g., word choice, emotional appeal, appeal to authority) in text.</p>	<p><b>Supported:</b> The student will:          - recognize production elements of color, sound, and motion used in media;          - use media with sound or color to complete tasks; and          - identify examples of basic persuasive techniques (e.g., emotional appeal, appeal to authority).</p>	<p><b>Participatory:</b> The student will:          - respond to production elements of motion, sound, and color used in media; and          - use media to obtain information.</p>
8			

<b>LA.6.6.4 Technology</b>	<b>Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.</b>		
<p>The student will:          LA.6.6.4.1 - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and          LA.6.6.4.2 - determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.</p> <p>The student will:          LA.7.6.4.1 - select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and</p>	<p>LA.7.6.4.2 - - evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.</p> <p>The student will:          LA.8.6.4.1 - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and          LA.8.6.4.2 - evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.</p>		
<b>6 Access Points for Students with Significant Cognitive Disabilities</b>			
<p><b>Independent:</b> The student will:          - use appropriate available technologies to enhance communication; and          - use digital tools for publishing or presenting a topic or story with text and graphics.</p>	<p><b>Supported:</b> The student will:          - use an appropriate available technology to enhance communication; and          - use digital tools to present a topic or story.</p>	<p><b>Participatory:</b> The student will:          - use an appropriate available technology to enhance communication; and          - use a technology tool to communicate information.</p>	
<b>7</b>	<p><b>Independent:</b> The student will:          - use appropriate available technologies to enhance communication; and          - use digital tools and media to present a topic or story.</p>	<p><b>Supported:</b> The student will:          - use appropriate available technologies to enhance communication; and          - use digital tools and media to present a topic or story.</p>	<p><b>Participatory:</b> The student will:          - use an appropriate available technology to enhance communication; and          - use a technology tool to communicate information in various settings.</p>
<b>8</b>	<p><b>Independent:</b> The student will:          - use appropriate available technologies to enhance communication; and          - select and use technology tools to publish and present information on a topic.</p>	<p><b>Supported:</b> The student will:          - use appropriate available technologies to enhance communication; and          - use technology tools to present a topic or story with text and graphics.</p>	<p><b>Participatory:</b> The student will:          - use appropriate available technologies to enhance communication; and          - use a technology tool to communicate information to a familiar person in various settings.</p>

