

<b>LA.K.1.1.1 Concepts of Print</b>	<b>Standard:</b> The student demonstrates knowledge of the concept of print and how it is organized and read.	
LA.K.1.1.1 - locate a printed word on a page; LA.K.1.1.2 - distinguish letters from words; LA.K.1.1.3 - identify the separate sounds in a spoken sentence; LA.K.1.1.4 - match print to speech;	LA.K.1.1.5 - identify parts of a book (e.g., front cover, back cover, title page); LA.K.1.1.6 - move top to bottom and left to right on the printed page; and LA.K.1.1.7 - name all upper and lower case letters of the alphabet	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<b>K</b> <b>Independent:</b> The student will: - locate a printed word on a page; - recognize that sentences are made of separate words; - identify familiar books by their covers; - hold books correctly and turn pages one at a time from front to back; and - name ten or more letters of the alphabet and identify whether a letter is upper or lower case.	<b>Supported:</b> The student will: - hold books correctly; - turn pages one at a time in a book; - locate print on a page or in the classroom environment; and - identify one letter in own first name	<b>Participatory:</b> The student will: - respond to a familiar person reading a book aloud; and - identify picture of self.
<b>1</b> <b>Independent:</b> The student will: - locate the title of a book; - identify print, not a picture, as carrying the message or story; - match print to speech; - distinguish letters from words; - identify where to begin reading and move from top to bottom and left to right; and - name 15 or more upper case and lower case letters of the alphabet.	<b>Supported:</b> The student will: - recognize that sentences are made of separate words; - identify familiar books by their covers; - turn pages front to back; and - name five or more letters of the alphabet and identify whether a letter is upper or lower case.	<b>Participatory:</b> The student will: - attend to print materials by touching, looking, or listening; - recognize if a book is upside down or backwards; and - respond to the book cover or illustrations in a familiar story.
<b>2</b> <b>Independent:</b>	<b>Supported:</b>	<b>Participatory:</b>

<b>LA.K.1.2 Phonological Awareness</b>		<b>Standard:</b> The student demonstrates phonological awareness.	
LA.K.1.2.1 - auditory segment sentences into the correct number of words; LA.K.1.2.2 - identify, blend, and segment syllables in words LA.K.1.2.3 - recognize and produce words that rhyme; and LA.K.1.2.4 - identify, blend, and segment onset and rime			
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<b>K</b>	<b>Independent:</b> The student will: - identify words and environmental sounds that are the same or different; - identify words that rhyme; - segment auditory sentences into individual words; and - orally blend and segment compound words with picture prompts	<b>Supported:</b> The student will: - identify environmental sounds that are the same; and - imitate rhyming words and rhythm in songs and poems.	<b>Participatory:</b> The student will: - respond to rhythm in familiar songs and rhymes - respond to environmental sounds.
	<b>Independent:</b>	<b>Supported:</b>	<b>Participatory:</b>
	<b>Independent:</b>	<b>Supported:</b>	<b>Participatory:</b>
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<b>LA.K.1.3 Phonemic Awareness</b>		<b>Standard:</b> The student demonstrates phonemic awareness.	
LA.K.1.3.1 - identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., “sat”); LA.K.1.3.2 - blend and segment individual phonemes in simple, one-syllable words; and LA.K.1.3.3 - manipulate individual phonemes in CVC words through addition, deletion, and substitution .		LA.1.1.3.1 - identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC); LA.1.1.3.2 - blend three to five phonemes to form words; LA.1.1.3.3 - segment single syllable words into individual phonemes; and LA.1.1.3.4 - manipulate individual phonemes to create new words through addition, deletion, and substitution.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<b>K</b>	<b>Independent:</b> The student will match familiar spoken words that start with the same sounds.	<b>Supported:</b> The student will distinguish whether environmental sounds are the same or different.	<b>Participatory:</b> The student will respond to own name or other familiar spoken words.
	<b>1</b> <b>Independent:</b> The student will: - identify, blend, and segment syllables and onset and rime in words; - recognize and produce words that rhyme; - identify the initial sound in one-syllable words; and - identify and blend phonemes in selected VC and CVC words.	<b>Supported:</b> The student will: - identify words that rhyme; - segment auditory sentences into individual words; and - identify whether words and environmental sounds are the same or different.	<b>Participatory:</b> The student will: - imitate sounds or rhythm in familiar songs or rhymes; - respond to environmental sounds; - associate particular sounds with familiar stories, songs, and rhymes; and - respond to spoken words in familiar stories, songs, and rhymes.
	<b>2</b> <b>Independent:</b>	<b>Supported:</b>	<b>Participatory:</b>

<b>LA.1.1.4 Phonics/Word Analysis</b>		<b>Standard:</b> The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text..	
<p>LA.1.1.4.1 - generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words;</p> <p>LA.1.1.4.2 - identify the sounds of vowels and consonant digraphs in printed words;</p> <p>LA.1.1.4.3 - decode words with r-controlled letter-sound associations;</p> <p>LA.1.1.4.4 - decode words from common word families;</p> <p>LA.1.1.4.5 - recognize high frequency words;</p> <p>LA.1.1.4.6 - identify common, irregular words, compound words, and contractions;</p> <p>LA.1.1.4.7 - decode base words and inflectional endings; and</p> <p>LA.1.1.4.8 - use self-correction when subsequent reading indicates an earlier misreading.</p>		<p>LA.2.1.4.1 - use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families);</p> <p>LA.2.1.4.2 - apply knowledge of spelling patterns to identify syllables;</p> <p>LA.2.1.4.3 - decode phonetically regular one-syllable and multi-syllable words in isolation and in context;</p> <p>LA.2.1.4.4 - identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread);</p> <p>LA.2.1.4.5 - recognize high frequency words;</p> <p>LA.2.1.4.6 - recognize common abbreviations;</p> <p>LA.2.1.4.7 - recognize and correctly use regular and irregular plurals; and</p> <p>LA.2.1.4.8 - use self-correction when subsequent reading indicates an earlier misreading.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<b>K</b>	<b>Independent:</b>	<b>Supported:</b>	<b>Participatory:</b>
	<b>Independent:</b> The student will: - produce the most common sounds associated with ten or more letters; - identify the first letter and sound in one-syllable words; and - blend sounds to decode VC and CVC words.	<b>Supported:</b> The student will: - recognize that print represents spoken words; - identify informational logos and symbols with words in the environment; - identify own first name in print; and - identify the initial sound in own first name and familiar words.	<b>Participatory:</b> The student will respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines
	<b>Independent:</b> The student will: - identify initial and final phonemes in CVC words; - blend individual phonemes in onesyllable words; - produce the most common sounds associated with all letters of the alphabet; - decode phonetically regular CVC words; - recognize high frequency sight words; and - use self-correction when subsequent reading indicates an earlier misreading.	<b>Supported:</b> The student will: - recognize that print represents spoken words; - identify informational logos and symbols with words in the environment; - identify own first name in print; and - identify the initial sound in own first name and familiar words.	<b>Participatory:</b> The student will respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.
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<b>LA.1.1.5 Fluency</b>	<b>Standard:</b> The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
<p>LA.1.1.5.1 - apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;</p> <p>LA.1.1.5.2 - recognize high frequency and familiar words in isolation and in context; and</p> <p>LA.1.1.5.3 - adjust reading rate based on purpose, text difficulty, form, and style.</p>		<p>LA.2.1.5.1 - apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;</p> <p>LA.2.1.5.2 - identify high frequency phonetically irregular words in context; and</p> <p>LA.2.1.5.3 - adjust reading rate based on purpose, text difficulty, form, and style.</p>
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<b>Independent:</b>	<b>Supported:</b> The student will distinguish whether	<b>Participatory:</b>
<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- name ten or more letters and produce their sounds; and</li> <li>- read two or more words.</li> </ul>	<p><b>Supported:</b></p> <p>The student will name five or more letters.</p>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- respond consistently to a familiar person, object, gesture/sign, or photograph in familiar stories, songs, rhymes, and routines; and</li> <li>- request continuation of a familiar story, song, or rhyme when it has been interrupted.</li> </ul>
<p><b>Independent:</b> The student will read high frequency sight words and phonetically regular words.</p>	<p><b>Supported:</b> The student will name five or more letters and produce their sounds.</p>	<p><b>Participatory</b> The student will:</p> <ul style="list-style-type: none"> <li>- respond consistently to persons, objects, gestures/signs, and pictures in familiar stories and daily activities; and</li> <li>- request continuation of a familiar story or routine when it has been interrupted.</li> </ul>

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<b>LA.K.1.6 Vocabulary Development</b>		<b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary.	
<p><b>LA.K.1.6.1</b> - use new vocabulary that is introduced and taught directly;</p> <p><b>LA.K.1.6.2</b> - listen to and discuss both familiar and conceptually challenging text;</p> <p><b>LA.K.1.6.3</b> - describe common objects and events in both general and specific language;</p> <p><b>LA.K.1.6.4</b> - identify and sort common words into basic categories (e.g., colors, shapes, food);</p> <p><b>LA.K.1.6.5</b> - use language correctly to express spatial and temporal relationships (up/down, before/after)</p> <p><b>LA.K.1.6.6</b> - relate new vocabulary to prior knowledge.</p>		<p><b>LA.1.1.6.7</b> - identify common antonyms and synonyms;</p> <p><b>LA.1.1.6.8</b> - use meaning of individual words to predict meaning of unknown compound words;</p> <p><b>LA.1.1.6.9</b> - determine the correct meaning of words with multiple meanings (e.g., mine) in context; and</p> <p><b>LA.1.1.6.10</b> - determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.</p> <p><b>LA.2.1.6.3</b> - use context clues to determine meanings of unfamiliar words;</p> <p><b>LA.2.1.6.4</b> - categorize key vocabulary and identify salient features;</p> <p><b>LA.2.1.6.6</b> - identify base (root) words and common prefixes to determine the meanings of prefixed words;</p> <p><b>LA.2.1.6.7</b> - identify antonyms, synonyms, and homophones;</p> <p><b>LA.2.1.6.8</b> - determine the correct meaning of words with multiple meanings (e.g., mine) in context; and</p> <p><b>LA.2.1.6.9</b> - determine meanings of unfamiliar words by using a dictionary and digital tools.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<b>K</b>	<b>Independent:</b> The student will:	<b>Supported:</b> The student will:	<b>Participatory:</b> The student will:
	<ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly;</li> <li>- listen to and talk about stories; and</li> <li>- identify and describe persons, objects, and actions in familiar activities.</li> </ul>	<ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly;</li> <li>- listen to and interact with familiar stories; and</li> <li>- identify persons and objects in familiar activities.</li> </ul>	<ul style="list-style-type: none"> <li>- respond to new vocabulary that is introduced and taught directly;</li> <li>- listen and respond to familiar stories; and</li> <li>- respond to a familiar person or object in routines.</li> </ul>
	<b>1</b>	<b>Independent:</b> The student will:	<b>Supported:</b> The student will:
	<ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly;</li> <li>- listen to and talk about stories;</li> <li>- identify and describe pictures of persons, objects, actions, and settings in familiar activities;</li> <li>- sort common objects into categories;</li> <li>- relate new vocabulary to familiar words;</li> <li>- use pictures and symbols to identify meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly;</li> <li>- listen to and interact with stories;</li> <li>- identify pictures of persons, objects, actions, and settings in familiar activities;</li> <li>- use pictures to identify meaning of unknown symbols and words.</li> </ul>	<ul style="list-style-type: none"> <li>- respond to new vocabulary that is introduced and taught directly;</li> <li>- listen and respond to familiar stories;</li> <li>- respond to names of familiar persons and objects in routines; - match familiar objects to tasks in routines.</li> </ul>
<b>2</b>	<b>Independent:</b> The student will:	<b>Supported:</b> The student will:	<b>Participatory:</b> The student will:
	<ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly;</li> <li>- listen to, read, and talk about stories and informational text;</li> <li>- identify the meaning of words and phrases in text using context and picture clues;</li> <li>- identify and sort pictures of common words into categories;</li> <li>- relate new vocabulary to familiar words;</li> <li>- identify the meaning of words that show spatial and temporal relationships (e.g., up/down, before/after); and</li> <li>- use a picture dictionary to identify the meaning of words.</li> </ul>	<ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly;</li> <li>- listen to and talk about stories and informational text;</li> <li>- identify and name words paired with pictures or symbols that represent persons, objects, actions, and settings in familiar activities;</li> <li>- sort objects into predetermined categories;</li> <li>- relate new vocabulary to familiar words; and</li> <li>- use pictures to identify meaning of unknown symbols and words.</li> </ul>	<ul style="list-style-type: none"> <li>- respond to new vocabulary that is introduced and taught directly;</li> <li>- listen and respond to stories and informational text;</li> <li>- respond to words used as prompts or cues;</li> <li>- identify familiar persons and objects in daily activities; and</li> <li>- match objects, gestures, or pictures to tasks in routines.</li> </ul>

<b>LA.K.1.7 Reading Comprehension</b>	<b>Standard:</b> The student uses a variety of strategies to comprehend grade level text.	
<p>LA.K.1.7.1 - make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);</p> <p>LA.K.1.7.2 - use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction;</p>	<p>LA.K.1.7.3 - retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence; and</p> <p>LA.K.1.7.4 - identify the author’s purpose as stated in the text.</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>- make predictions about a story using text features (e.g., illustrations);</li> <li>- determine if pictures represent real or make believe;</li> <li>- identify characters, objects, and actions pictured in familiar read-aloud stories;</li> <li>- identify the author’s purpose in read aloud stories by answering literal yes/no questions.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify pictures in familiar read-aloud stories;</li> <li>- identify familiar characters or objects pictured in read-aloud stories;</li> <li>- identify characters that relate to the author’s purpose in read-aloud stories.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- respond to familiar read-aloud stories;</li> <li>- attend to pictures or symbols used in routines;</li> <li>- respond to a familiar person or object in routines.</li> </ul>
<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- make predictions about a story using text features (e.g., illustrations, title);</li> <li>- identify details in pictures and read aloud text;</li> <li>- identify characters, objects, actions, events, and settings in familiar read aloud stories and pictures;</li> <li>- determine if a story could be real or make believe;</li> <li>- identify similarities and differences between characters and actions in read-aloud stories;</li> <li>- identify important details (e.g., who, what, where) that relate to the author’s purpose in read-aloud stories; and</li> <li>- use strategies to repair comprehension, including but not limited to connecting characters, objects, actions, and settings in read aloud stories to life experiences.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify familiar characters, objects, or settings pictured in read-aloud stories;</li> <li>- identify details in familiar pictures and read-aloud text;</li> <li>- distinguish between real and model objects;</li> <li>- identify actions pictured in familiar read-aloud stories;</li> <li>- identify differences between characters in read-aloud stories;</li> <li>- identify the author’s purpose in read aloud stories by answering literal yes/no questions about characters and settings;</li> <li>- use strategies to repair comprehension, including but not limited to connecting characters and settings in read-aloud stories to life experiences.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- respond to characters or objects and sound effects in read-aloud stories;</li> <li>- respond to a referent object or picture used in routines;</li> <li>- respond to events in familiar read aloud stories; and</li> <li>- seek assistance to clarify the meaning of pictures, symbols, or words in daily classroom activities with prompting.</li> </ul>
<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- preview text features (e.g., illustrations and title) and use prior knowledge to make predictions of content of text;</li> <li>- identify important details (e.g., who, what, where, when) that relate to the author’s purpose in read-aloud stories;</li> <li>- identify details in text, including but not limited to who, what, where, and when;</li> <li>- arrange pictures of events in sequence;</li> <li>- identify similarities and differences between characters, settings, and actions in read-aloud stories and informational text; and</li> <li>- use strategies to repair comprehension, including but not limited to re-reading and connecting read-aloud stories to life experiences.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- preview text features (e.g., illustrations) to make predictions about a story;</li> <li>- identify details (e.g., who, what) that relate to the author’s purpose in read aloud stories;</li> <li>- identify details, including but not limited to who and what in familiar read-aloud stories;</li> <li>- identify similarities in characters or actions in read-aloud stories;</li> <li>- use strategies to repair comprehension, including but not limited to connecting characters, actions, and settings in read-aloud stories to life experiences.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- respond to pictures of characters or objects in read-aloud stories;</li> <li>- respond accurately and consistently to referent objects or pictures used in routines;</li> <li>- identify obvious differences between referent objects, pictures, or symbols used in routines; and</li> <li>- seek assistance to clarify the meaning of pictures, symbols, or words in daily classroom activities.</li> </ul>

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<b>LA.K. 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.K.2.1.1 - identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables);</p> <p>LA.K.2.1.2 - retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting;</p> <p>LA.K.2.1.3 - identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and others rhyming selections;</p> <p>LA.2.1.4 - select materials to read for pleasure; and</p> <p>LA.K.2.1.5 - participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting,</p>	<p>and sequence of events and connecting text to self (personal connection) and text to world (social connection).</p> <p>LA.1.2.1.5 - respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</p> <p>LA.1.2.1.6 - select age and ability appropriate fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge.</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>- contribute to a discussion about a read-aloud story;</li> <li>- identify events and characters in familiar read-aloud literary forms;</li> <li>- identify rhythm and word patterns in read-aloud poetry and songs;</li> <li>- select materials to view or listen to for pleasure;</li> <li>- contribute to a discussion about read aloud stories, identifying a familiar character, object, or event.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- recognize familiar literary forms (e.g., picture books, nursery rhymes);</li> <li>- recognize events and characters pictured in familiar read-aloud literary forms;</li> <li>- imitate rhythm in read-aloud poetry and songs;</li> <li>- select materials to view or listen to for pleasure;</li> <li>- listen to and interact with familiar read aloud stories, identifying pictures of characters, objects, or events.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- attend to familiar literary forms (e.g., picture books, nursery rhymes);</li> <li>- respond to pictures or sounds of characters in familiar read-aloud stories;</li> <li>- respond to rhythm in read-aloud poetry or songs;</li> <li>- indicate a preference for familiar materials to view or listen to for pleasure;</li> <li>- use non-verbal expression, gestures/signs, pictures, symbols, or words to respond to pictures or sounds of characters in familiar read-aloud stories.</li> </ul>
<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify various literary forms (e.g., picture books, poetry, fairy tales, predictable books);</li> <li>- identify main events or actions of characters in familiar read-aloud stories;</li> <li>- identify characters and settings in familiar read-aloud stories;</li> <li>- identify rhyme, rhythm, and word patterns in read-aloud poetry and songs;</li> <li>- respond to read-aloud stories by contributing to a group discussion and identifying characters, actions, objects, setting, or events and connecting to life experiences;</li> <li>- select and listen to a variety of stories and poems, based on interest and teacher recommendations, to begin building a core base of knowledge.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- recognize familiar literary forms (e.g., picture books, poetry);</li> <li>- identify pictures of events in familiar read-aloud stories;</li> <li>- identify characters pictured in familiar read-aloud stories;</li> <li>- imitate rhythm and rhyming words in read-aloud poetry and songs;</li> <li>- respond to read-aloud stories by contributing to a discussion and identifying familiar characters, objects, events, or setting and connecting to life experiences;</li> <li>- select and listen to a variety of stories and poems, based on interest and teacher recommendations, to begin building a core base of knowledge.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- respond to characters, actions, or events, in familiar literary forms (e.g., read-aloud stories, poetry);</li> <li>- respond to rhythm and rhyme in familiar poetry or songs;</li> <li>- use nonverbal expression or gestures/signs, pictures, symbols, or words to respond to familiar read-aloud stories by identifying characters, objects, or events;</li> <li>- select read-aloud stories, songs, and poems, based on interest and teacher recommendations, to begin building a core base of knowledge.</li> </ul>
<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify basic characteristics of various literary forms (e.g., picture books, stories, rhyming poetry);</li> <li>- identify characters, settings, actions, and events in read-aloud prose;</li> <li>- identify words and images that in stories and poems that evoke feelings such as happiness or surprise;</li> <li>- contribute to a discussion connecting characters, setting, or events in read aloud stories to life experiences;</li> <li>- create a picture story with dictated phrases and sentences that includes a character, setting, or event from a read-aloud literature selection; and</li> <li>- select fiction materials to listen to and read, based on interest and teacher recommendations, to begin building a core foundation of knowledge.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify literary forms (e.g., picture books, rhyming poetry, fairy tales);</li> <li>- identify characters, actions and settings in read-aloud prose;</li> <li>- identify images in stories and poems that evoke feelings such as happiness or surprise;</li> <li>- contribute to a discussion connecting characters, objects, actions, or setting in read-aloud stories to life experiences;</li> <li>- create a picture story with dictated words or phrases that includes a familiar character, object, action, or setting from a read-aloud story;</li> <li>- select fiction materials to listen to, based on interest and teacher recommendations, to begin building a core foundation of knowledge.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- respond to familiar literary forms (e.g., pictures, rhyming poetry, predictable read-aloud stories);</li> <li>- use non-verbal expression, gestures/ signs, pictures, symbols, or words to respond to characters, objects, events, or actions from a familiar read-aloud story;</li> <li>- respond to emotions expressed by familiar persons; and</li> <li>- express a preference for a familiar read-aloud story or poem, based on interest and teacher recommendations, to begin building a core foundation of knowledge.</li> </ul>

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<b>LA.K.2.2 Nonfiction</b>	<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
<p>LA.K.2.2.1 - identify the purpose of nonfictional text;</p> <p>LA.K.2.2.2 - retell important facts from a text heard or read; and</p> <p>LA.K.2.2.3 - select nonfiction material to read for pleasure.</p> <p>LA.1.2.2.1 - locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;</p> <p>LA.1.2.2.2 - select age and ability appropriate nonfiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge;</p>	<p>LA.1.2.2.3 - organize information found in nonfiction text through charting, listing, mapping, or summarizing.</p> <p>LA.2.2.2.1 - recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations);</p> <p>LA.2.2.2.2 - use explicitly stated information to answer a question;</p> <p>LA.2.2.2.3 - distinguish among a variety of text (e.g., reference, practical/functional); and</p> <p>LA.2.2.2.4 - select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<b>K</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify pictures and symbols that provide information;</li> <li>- identify facts in familiar read-aloud informational text;</li> <li>- select nonfiction materials to view or</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify pictures or objects that provide information;</li> <li>- recognize familiar read-aloud informational text; and</li> <li>- select nonfiction materials to view or listen to for pleasure.</li> </ul>
<b>1</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify details in read-aloud informational text using text features (e.g., illustrations, signs); and</li> <li>- select and listen to a variety of nonfiction materials, based on interest and teacher recommendations, to begin building a core base of knowledge.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify details in familiar pictures and read-aloud informational text; and</li> <li>- select and listen to a variety of nonfiction materials based on interest and teacher recommendations, to begin building a core base of knowledge.</li> </ul>
<b>2</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify text features (e.g., illustrations, title, table of contents) found in informational text;</li> <li>- use specific information to answer literal questions;</li> <li>- identify nonfiction print materials (e.g., calendar, schedule, environmental print); and</li> <li>- select nonfiction materials to listen to and read, based on interest and teacher recommendations, to begin building a core foundation of knowledge.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify information in pictures and symbols in environmental print and informational text;</li> <li>- respond to literal yes/no questions about read-aloud informational text;</li> <li>- recognize familiar nonfiction print (e.g., environmental print); and</li> <li>- select nonfiction materials to listen to, based on interest and teacher recommendations, to begin building a core foundation of knowledge.</li> </ul>

<b>LA.K.3.1 PreWriting</b>		<b>Standard:</b> The student will use prewriting strategies to generate ideas and formulate a plan.	
<p>LA.K.3.1.1 - connecting thoughts and oral language to generate ideas; and</p> <p>LA.K.3.1.2 - drawing a picture about ideas from stories read aloud or generated through class discussion.</p> <p>LA.1.3.1.1 - generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, other activities);</p> <p>LA.1.3.1.2 - discussing the purpose for a writing piece; and</p> <p>LA.1.3.1.3 - organizing ideas using simple webs, maps, or lists.</p>		<p>LA.2.3.1.1 - generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities);</p> <p>LA.2.3.1.2 - determines the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece; and</p> <p>LA.2.3.1.3 - making a plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<b>K</b>	<b>Independent:</b> The student will prewrite by identifying familiar persons, objects, or events to generate ideas for pictures that tell a story.	<b>Supported:</b> The student will prewrite by selecting familiar persons or objects to generate ideas for a picture that tells a story.	<b>Participatory:</b> The student will associate wants and needs with a familiar person or object (e.g. indicate awareness of familiar person, objects, or routines).
	<b>Independent:</b> The student will prewrite by generating ideas for pictures that tell a story about familiar persons, objects, or events through viewing pictures or answering prompting questions.	<b>Supported:</b> The student will prewrite by generating ideas for pictures that tell a story by selecting familiar persons or objects.	<b>Participatory:</b> The student will associate wants and needs with familiar persons or objects (e.g., attend to familiar person, examine objects, or follow steps in routines).
	<b>Independent:</b> The student will prewrite by: - generating ideas for writing about a picture of persons, objects, events, or experiences through activities (e.g., answering questions, viewing pictures, or listening to text); and - identifying the purpose for writing (e.g., to inform, tell a story).	<b>Supported:</b> The student will prewrite by generating ideas for pictures that tell a story about persons, objects, actions, or events through activities (e.g., responding to questions, exploring objects, viewing pictures).	<b>Participatory:</b> The student will associate wants and needs with referent objects, gestures/signs, pictures, symbols, or words.
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<b>LA.K.3.2 Drafting</b>		<b>Standard:</b> The student will write a draft appropriate to the topic, audience, and purpose..
LA.K.3.2.1 - drawing, telling, or writing about a familiar experience, topic or text; and LA.K.3.2.2 - creating a group draft, scripted by the teacher.		LA.2.3.2.1 - maintaining focus on a single idea and developing supporting details; and LA.2.3.2.2 - organizing details into a logical sequence that has a clear beginning, middle and end and an awareness of audience.
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<b>K</b>	<b>Independent:</b> The student will draft writing by: - creating a picture; and - dictating words or phrases that tell a story or describe the picture.	<b>Supported:</b> The student will draft writing by selecting or creating a picture that tells a story about familiar persons, objects, or events.
<b>1</b>	<b>Independent:</b> The student will draft writing by: - creating a picture; and - dictating words and phrases that tell a story or describe the picture.	<b>Supported:</b> The student will draft writing by: - selecting or creating a picture that tells a story; and - dictating labels for the picture.
<b>2</b>	<b>Independent:</b> The student will draft writing by: - creating a picture; and - dictating phrases and sentences that tell a story or give information about the picture.	<b>Supported:</b> The student will draft writing by: - creating a picture; and - dictating words or phrases to tell a story or describe the picture.
		<b>Participatory:</b> The student will make an initial attempt to communicate wants and needs to a familiar person, with prompting, using body movement or nonverbal expression.
		<b>Participatory:</b> The student will make an initial attempt to convey wants and needs to familiar persons, with prompting, using nonverbal expression, referent objects, gestures/signs, or voice.
		<b>Participatory:</b> The student will make an initial attempt to convey wants and needs to familiar persons, with prompting, using nonverbal expression, referent objects, gestures/signs, pictures, symbols, or words.

<b>LA.K.3.3 Revising</b>		<b>Standard:</b> The student will revise and refine the draft for clarity and effectiveness...	
<p>LA.K.3.3.1 The student will revise the draft by adding additional details to the draft and checking for logical thinking with prompting</p> <p>LA.1.3.3.1 - evaluating the draft for logical thinking and marking out repetitive text; and</p> <p>LA.1.3.3.2 - creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words..</p>		<p>LA.2.3.3.1 - evaluating the draft for logical thinking and consistent point of view (first or third person) appropriate for the purpose and audience;</p> <p>LA.2.3.3.2 - creating clarity by combining related simple sentences and sequencing new ideas into paragraphs;</p> <p>LA.2.3.3.3 - creating interest by incorporating descriptive words and supporting details, such as sensory language; and</p> <p>LA.2.3.3.4 - evaluating the composition, with the assistance of teacher, peer, checklist, or rubric.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<b>K</b>	<b>Independent:</b> The student will revise by:	<b>Supported:</b>	<b>Participatory:</b>
	- reviewing the picture and dictation;	The student will revise by:	The student will adjust
	- adding details to the picture or dictation with prompting; and	- reviewing the picture; and	body movement or nonverbal expression
	- copying dictated words and phrases.	- adding to the picture with prompting.	with prompting as necessary to communicate wants and needs.
<b>1</b>	<b>Independent:</b>	<b>Supported:</b>	<b>Participatory:</b>
	The student will revise the draft by:	The student will revise the draft by:	The student will adjust
	- reviewing the picture and dictation;	- reviewing the picture and dictation;	nonverbal expression, referent objects,
	- adding details to the picture or dictation with prompting; and	- adding to the picture or dictation with prompting; and	gestures/signs, or voice with prompting
	- copying dictated words and phrases.	- copying the dictated labels	as necessary to communicate wants and needs to familiar persons.
<b>2</b>	<b>Independent:</b>	<b>Supported:</b>	<b>Participatory:</b>
	The student will revise the draft by:	The student will revise the draft by:	The student will adjust
	- reviewing the picture and dictation;	- reviewing the picture and the dictation;	nonverbal expression, referent objects,
	- changing the picture and dictation to add or modify details with prompting; and	- adding details to the picture and dictation with prompting; and	gestures/signs, or voice with prompting
	- copying dictated phrases and sentences.	- copying dictated words or phrases.	as necessary to communicate wants and needs to familiar persons.

<b>LA.K.3.4 Editing for Language Conventions</b>		<b>Standard:</b> The student will edit and correct the draft for standard language conventions.	
<p>LA.K.3.4.1 - knowledge of letter/sound relationships to spell simple words;</p> <p>LA.K.3.4.2 - capital letters to begin “important words;” and</p> <p>LA.K.3.4.3 - end punctuation, including periods, question marks, and exclamation points.</p> <p>LA.1.3.4.1 - common spelling patterns (e.g., onset and rimes, word families, and simple CVC words) and conventional spelling of high frequency words;</p> <p>LA.1.3.4.2 - capital letters for the pronoun I, the beginning of a sentence, names, days of the week and months of the year;</p>		<p>LA.1.3.4.3 - commas in dates, items in a series;</p> <p>LA.1.3.4.4 - singular and plural nouns, action verbs in simple sentences, and singular possessive pronouns (e.g., my/minoes, his/her, hers);</p> <p>LA.1.3.4.5 - subject and verb agreement in simple sentences; and</p> <p>LA.1.3.4.6 - end punctuation for sentences, including periods, question marks, and exclamation points.</p> <p>LA.2.3.4.4 - nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., my/minoes, his/her, hers);</p> <p>LA.2.3.4.5 - subject/verb and noun/pronoun agreement in simple and compound sentences;</p> <p>LA.2.3.4.6 - end punctuation for compound sentences, statements, questions, and exclamations.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<b>K</b>	<b>Independent:</b> The student will edit for correct use of: - left to right progression; - sequencing of letters in words; and - capitalization of own first name.	<b>Supported:</b> The student will attempt to copy or write name on picture.	<b>Participatory:</b> The student will adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.
	<b>Independent:</b> The student will edit for correct use of: - left to right progression; - sequencing of letters in words; and - capitalization of own first name.	<b>Supported:</b> The student will correctly copy some letters in dictated words.	<b>Participatory:</b> The student will adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.
	<b>Independent:</b> The student will edit for correct use of: - left to right progression, spacing, and sequencing of words copied from dictation; - knowledge of letter/sound relationships to spell words with familiar sounds; and - capitalization of own first and last name and the pronoun “I.”	<b>Supported:</b> The student will edit for correct use of: - left to right progression of letters in words using a visual cue; and - capitalization of own first name.	<b>Participatory:</b> The student will adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.
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<b>LA.K.3.5 Publishing</b>		<b>Standard:</b> The student will write a final product for the intended audience.	
<b>LA.K.3.5.1</b> The student will produce, illustrate and share a finished piece of writing. <b>LA.1.3.5.1</b> The student will produce, illustrate, and share a variety of compositions.		<b>LA.2.3.5.1</b> The student will produce, illustrate, and share a variety of compositions. Access Points for Students with Significant Cognitive Disabilities	
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<b>K</b>	<b>Independent:</b> The student will produce and share pictures with descriptions or stories.	<b>Supported:</b> The student will produce and share pictures that tell a story.	<b>Participatory:</b> The student will effectively communicate wants and needs, with prompting, to a familiar person.
	<b>Independent:</b> The student will produce and share pictures with descriptions or stories.	<b>Supported:</b> The student will produce and share pictures with labels.	<b>Participatory:</b> The student will effectively communicate wants and needs with prompting to familiar persons.
	<b>Independent:</b> The student will produce, illustrate, and share picture stories and descriptions.	<b>Supported:</b> The student will produce and share pictures with dictated words and phrases.	<b>Participatory:</b> The student will effectively communicate wants and needs to a familiar person with prompting using referent objects, gestures/signs, pictures, symbols, or words.
<b>1</b>			
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<b>LA.K 4.1 Creative</b>	<b>Standard:</b> The student develops and demonstrates creative writing.	
<p><b>LA.K.4.1.1</b> - create narratives by drawing, dictating, and/or using emergent writing; and</p> <p><b>LA.K.4.1.2</b> - participate in writing simple stories, poems, rhymes, or song lyrics.</p> <p><b>LA.1.4.1.1</b> - write narratives that include a main idea based on real or imagined events, characters, and a sequence of events;</p>	<p><b>LA.1.4.1.2</b> - participate in writing simple stories, poems, rhymes, or song lyrics.</p> <p><b>LA.2.4.1.1</b> - write narratives based on real or imagined events that include a main idea, characters, a sequence of events and descriptive details; and</p> <p><b>LA.2.4.1.2</b> - compose simple stories, poems, riddles, rhymes, or song lyrics.</p>	

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

<b>K</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- create pictures with dictation that tell a story;</li> <li>- contribute to group recitation of rhymes, songs, or chants with expression.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- create pictures that tell a story about familiar persons or objects;</li> <li>- contribute to group recitation of familiar rhymes or songs.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- communicate recognition of familiar persons or objects;</li> <li>- respond to rhythm in read-aloud poems, rhymes, or songs.</li> </ul>
<b>1</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- create pictures that tell a story and with dictated words and phrases; and</li> <li>- contribute to group writing of simple rhymes.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- create pictures to tell a story about familiar persons or objects with dictated labels; and</li> <li>- contribute to group recitation of familiar rhymes, songs, or chants.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- communicate recognition of familiar persons or objects; and</li> <li>- respond to rhythm and rhyme in familiar poems, rhymes, or songs.</li> </ul>
<b>2</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- create picture stories with dictated sentences about a main character;</li> <li>- complete lines in poetry following patterns for rhythm and rhyme.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- create pictures with dictated words and phrases that tell a story about familiar persons, objects, or actions; and</li> <li>- contribute to group recitation of poetry, rhymes, songs, or chants.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- communicate recognition of familiar persons and objects; and</li> <li>- respond to rhythm and rhyme in familiar poems, rhymes, or songs.</li> </ul>

<b>LA.K.4.2 Informative</b>		<b>Standard:</b> The student develops and demonstrates informative writing that provides information related to real-world tasks.	
<p>LA.K.4.2.1 - participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing;</p> <p>LA.K.4.2.2 - participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps);</p> <p>LA.K.4.2.3 - participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details;</p> <p>LA.K.4.2.4 - communications with teacher as scribe, including friendly letters and thank-you notes;</p> <p>LA.K.4.2.5 - draw a simple map of the classroom.</p> <p>LA.1.4.2.1 - write in a variety of informational/expository forms (e.g., rules, summaries, recipes, notes/messages, labels, instructions, graphs/tables);</p> <p>LA.1.4.2.2 - participate in recording information from informational/expository text (e.g., lists, graphs, tables or maps);</p>		<p>LA.1.4.2.3 - write an informational/expository paragraph that contains a topic sentence and at least three details;</p> <p>LA.1.4.2.4 - write basic communications, including friendly letters and thank-you notes; and</p> <p>LA.1.4.2.5 - write simple directions to familiar locations using “left and right,” and create a map that matches the directions.</p> <p>LA.2.4.2.1 - write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables);</p> <p>LA.2.4.2.2 - record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic;</p> <p>LA.2.4.2.3 - write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information;</p> <p>LA.2.4.2.4 - write communications, including friendly letters and thank-you notes; and</p> <p>LA.2.4.2.5 - write simple directions to familiar locations using “left and right,” and create a map that matches the directions.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<b>K</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- contribute to group recording of expository information (e.g., labels) by creating pictures and dictating words;</li> <li>- contribute to group writing of functional text (e.g., thank you notes, messages, labels) by creating pictures and dictating.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- contribute to group recording of expository information by creating pictures;</li> <li>- contribute to group writing of functional text (e.g., thank-you notes and labels) by selecting pictures and dictating.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- communicate recognition of familiar persons or objects;</li> <li>- attend to pictures or informational materials.</li> </ul>
<b>1</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- contribute to group recording of expository information (e.g., labels, lists, observations) by creating pictures and dictating words and phrases;</li> <li>- contribute to group writing of thank you notes and messages using picture stories with dictated words and phrases;</li> <li>- produce functional text (e.g., one-step picture instructions with dictated words, phrases).</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- contribute to group recording of expository information by creating pictures and dictating labels or lists;</li> <li>- contribute to group writing of friendly messages and thank-you notes;</li> <li>- contribute to group writing of functional text (e.g., pictures of one-step instructions in routines).</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- communicate recognition of familiar persons, actions or objects associated with routines;</li> <li>- respond to informational materials;</li> <li>- express wants and needs.</li> </ul>
<b>2</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- produce expository texts (e.g., labels, lists, journals) by creating pictures with dictated information;</li> <li>- write a name or title for a picture with expository information;</li> <li>- produce thank-you notes and friendly messages using picture stories with dictated sentences; and</li> <li>- produce functional text (e.g., classroom directions, rules) by creating instructions with pictures and dictated sentences.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- contribute to group recording of expository information by creating pictures and dictating labels or list;</li> <li>- contribute to group writing of messages and thank-you notes;</li> <li>- produce functional text (e.g., one-step directions, instructions for daily activities) by creating pictures and dictating words and phrases.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- express wants and needs;</li> <li>- communicate recognition of familiar persons, objects, or actions in daily activities;</li> <li>- communicate information about familiar persons, objects, or actions using non-verbal expression, gestures/ signs, pictures, symbols, or words.</li> </ul>

<b>LA.K.5.2 Listening and Speaking</b>	<b>Standard:</b> The student effectively applies listening and speaking strategies.
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<p>LA.K.5.2.1 - listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions);</p> <p>LA.K.5.2.2 - listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;</p> <p>LA.K.5.2.3 - repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns);</p> <p>LA.K.5.2.4 - recite short poems, rhymes, songs, and stories with repeated patterns;</p> <p>LA.K.5.2.5 - communicate effectively when relating experiences and retelling stories heard; and</p>	<p>LA.K.5.2.6 - use complete sentences when speaking.</p> <p>LA.1.5.2.1 - listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules;</p> <p>LA.1.5.2.2 - retell specific details of information heard;</p> <p>LA.1.5.2.3 - listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;</p> <p>LA.1.5.2.4 - use formal and informal language appropriately;</p> <p>LA.1.5.2.5 - communicate effectively when relating experiences and retelling stories read and heard; and</p> <p>LA.1.5.2.6 - participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker.</p>
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<b>Access Points for Students with Significant Cognitive Disabilities</b>
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<p><b>K</b></p>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen for informative purposes (e.g., following prompts, directions);</li> <li>- listen to familiar read-alouds and answer literal yes/no questions about persons, objects, and actions in pictures;</li> <li>- repeat auditory sequences (e.g., words, rhythmic patterns);</li> <li>- recite short poems, rhymes, and songs;</li> <li>- communicate effectively when relating experiences;</li> <li>- respond to familiar greetings and questions in complete sentences.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen for informative purposes (e.g., following oral prompts while performing tasks);</li> <li>- listen to familiar read-aloud stories and poems and identify objects or persons;</li> <li>- repeat rhythmic patterns;</li> <li>- repeat rhymes and songs;</li> <li>- communicate effectively when relating familiar experiences;</li> <li>- respond to familiar greetings and questions with words and phrases.</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen for informative purposes (e.g., following prompts, cues);</li> <li>- respond to familiar read-aloud stories or poems;</li> <li>- communicate needs;</li> <li>- respond to own name and familiar greetings.</li> </ul>
<p><b>1</b></p>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen for informative purposes (e.g., following one-step directions, following classroom rules);</li> <li>- answer literal questions about information heard;</li> <li>- listen attentively to read-aloud stories and poems;</li> <li>- identify oral language and courteous greetings appropriate to specified settings;</li> <li>- communicate effectively about experiences and stories;</li> <li>- use basic conversation strategies (e.g., facing the speaker, not talking while others are speaking, taking turns).</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen for informative purposes (e.g., following one-step directions);</li> <li>- answer literal yes/no questions about information heard;</li> <li>- listen attentively to read-aloud stories and poems;</li> <li>- recognize oral language and courteous greetings used with classmates and adults;</li> <li>- communicate effectively about familiar experiences and stories;</li> <li>- use basic conversation strategies (e.g., facing the speaker and not talking while others are speaking).</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- listen for informative purposes (e.g., following prompts, cues);</li> <li>- listen to read-aloud stories;</li> <li>- respond to oral language greetings and prompts from familiar persons in routines;</li> <li>- attend to communication from familiar persons (e.g., turn toward speaker, look at speaker, change facial expression).</li> </ul>
<p><b>2</b></p>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify specific details and information presented (e.g., sequence of daily events, directions, rules) and ask questions for clarification;</li> <li>- use language appropriate for different occasions and topics;</li> <li>- use sentences to express complete thoughts and respond to questions;</li> <li>- listen attentively to oral presentations by classmates.</li> </ul>	<p><b>Supported:</b> The student will:</p> <ul style="list-style-type: none"> <li>- identify details and information presented (e.g., directions for tasks) and ask for assistance when needed;</li> <li>- use language appropriate for familiar occasions and topics;</li> <li>- respond to familiar greetings and questions in complete sentences;</li> <li>- listen attentively to oral presentations (e.g., songs, stories, messages).</li> </ul>	<p><b>Participatory:</b> The student will:</p> <ul style="list-style-type: none"> <li>- respond to specific information about familiar objects and routines;</li> <li>- begin to use language and nonverbal expression for specific purposes (e.g., greetings, expressing needs);</li> <li>- respond purposefully to language used in daily group activities.</li> </ul>

<b>LA.K.5.1 Penmanship</b>		<b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.	
<p><b>LA.K.5.1.1</b> - print many uppercase and lowercase letters of the alphabet and recognize the difference between the two;</p> <p><b>LA.K.5.1.2</b> - write from left to right and top to bottom of page;</p> <p><b>LA.K.5.1.3</b> - recognize spacing between letters and words;</p> <p><b>LA.K.5.1.4</b> - print own first and last name; and</p>		<p><b>LA.K.5.1.5</b> - understand the concept of writing and identifying numerals</p> <p><b>LA.1.5.1.1</b> - write numbers and uppercase and lowercase letters using left to right sequencing; and</p> <p><b>LA.1.5.1.2</b> - use appropriate spacing between letters, words, and sentences.</p> <p><b>LA.2.5.1.1</b> The student will demonstrate legible printing skills.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<b>K</b>	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- copy own first name;</li> <li>- copy letters and words from left to right with a visual cue;</li> <li>- copy with spacing between words.</li> </ul>	<p><b>Supported:</b> The student will make letterlike scribbles to attempt to write and express own name.</p>	<p><b>Participatory:</b> The student will use body movement or nonverbal expression to communicate desires or preferences and respond to or express own name.</p>
	<p><b>Independent:</b> The student will:</p> <ul style="list-style-type: none"> <li>- write first name and copy letters and words from left to right with a visual cue;</li> <li>- use appropriate spacing between letters and words.</li> </ul>	<p><b>Supported:</b> The student will write lines, circles, and some letters.</p>	<p><b>Participatory:</b> The student will use nonverbal expression or language (e.g., referent objects, gestures/signs, or verbalization) to communicate meaning.</p>
	<p><b>Independent:</b> The student will write upper case and lower case letters and write from left to right and top to bottom.</p>	<p><b>Supported:</b> The student will copy letters and words.</p>	<p><b>Participatory:</b> The student will use nonverbal expression or language (e.g., referent objects, gestures/signs, or verbalization) to communicate meaning.</p>
<b>1</b>			
<b>2</b>			

	<p><b>LA.K. 6.1 Informational Text</b></p> <p><b>Standard:</b> The student comprehends the wide array of informational text that is part of our day to day experiences.</p> <p><b>LA.K.6.1.1</b> The student will identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).</p> <p><b>LA.1.6.1.1</b> The student will locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text.</p> <p><b>LA.2.6.1.1</b> The student will read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure.</p>			
	<p><b>Access Points for Students with Significant Cognitive Disabilities</b></p>			
<p><b>K</b></p>	<table border="1"> <tr> <td data-bbox="693 406 1297 711"> <p><b>Independent:</b> The student will identify information in pictures and symbols.</p> </td> <td data-bbox="1297 406 1999 711"> <p><b>Supported:</b> The student will identify information in familiar pictures or objects.</p> </td> <td data-bbox="1999 406 2100 711"> <p><b>Participatory:</b> The student will respond to familiar persons or objects.</p> </td> </tr> </table>	<p><b>Independent:</b> The student will identify information in pictures and symbols.</p>	<p><b>Supported:</b> The student will identify information in familiar pictures or objects.</p>	<p><b>Participatory:</b> The student will respond to familiar persons or objects.</p>
<p><b>Independent:</b> The student will identify information in pictures and symbols.</p>	<p><b>Supported:</b> The student will identify information in familiar pictures or objects.</p>	<p><b>Participatory:</b> The student will respond to familiar persons or objects.</p>		
<p><b>1</b></p>	<table border="1"> <tr> <td data-bbox="693 711 1297 1094"> <p><b>Independent:</b> The student will locate specific information in pictures, symbols, and environmental print.</p> </td> <td data-bbox="1297 711 1999 1094"> <p><b>Supported:</b> The student will locate information in familiar pictures or objects.</p> </td> <td data-bbox="1999 711 2100 1094"> <p><b>Participatory:</b> The student will recognize familiar persons and objects associated with routines.</p> </td> </tr> </table>	<p><b>Independent:</b> The student will locate specific information in pictures, symbols, and environmental print.</p>	<p><b>Supported:</b> The student will locate information in familiar pictures or objects.</p>	<p><b>Participatory:</b> The student will recognize familiar persons and objects associated with routines.</p>
<p><b>Independent:</b> The student will locate specific information in pictures, symbols, and environmental print.</p>	<p><b>Supported:</b> The student will locate information in familiar pictures or objects.</p>	<p><b>Participatory:</b> The student will recognize familiar persons and objects associated with routines.</p>		
<p><b>2</b></p>	<table border="1"> <tr> <td data-bbox="693 1094 1297 1430"> <p><b>Independent:</b> The student will listen and gain information from read-aloud text (e.g., directions, content, signs) to perform tasks and answer literal questions.</p> </td> <td data-bbox="1297 1094 1999 1430"> <p><b>Supported:</b> The student will use information in pictures and symbols to perform tasks.</p> </td> <td data-bbox="1999 1094 2100 1430"> <p><b>Participatory:</b> The student will respond to pictures of persons, objects, or actions associated with daily activities.</p> </td> </tr> </table>	<p><b>Independent:</b> The student will listen and gain information from read-aloud text (e.g., directions, content, signs) to perform tasks and answer literal questions.</p>	<p><b>Supported:</b> The student will use information in pictures and symbols to perform tasks.</p>	<p><b>Participatory:</b> The student will respond to pictures of persons, objects, or actions associated with daily activities.</p>
<p><b>Independent:</b> The student will listen and gain information from read-aloud text (e.g., directions, content, signs) to perform tasks and answer literal questions.</p>	<p><b>Supported:</b> The student will use information in pictures and symbols to perform tasks.</p>	<p><b>Participatory:</b> The student will respond to pictures of persons, objects, or actions associated with daily activities.</p>		

	<p><b>LA.K.6.3 Media Literacy</b></p> <p><b>Literacy Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.</p> <p>LA.K.6.3.1 - recognize print and nonprint media; and LA.K.6.3.2 - state the main idea after viewing print media.</p> <p>LA.1.6.3.1 - recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and LA.1.6.3.2 - identify types of mass communication (e.g., film, newspapers, radio, digital technology).</p>	
<p><b>Access Points for Students with Significant Cognitive Disabilities</b></p>		
<p><b>K</b></p> <p><b>Independent:</b> The student will answer literal yes/no questions about persons, objects, and actions after viewing familiar print media (e.g., pictures, books).</p>	<p><b>Supported:</b> The student will answer literal yes/no questions about persons after viewing familiar print media (e.g., pictures, books).</p>	<p><b>Participatory:</b> The student will respond to familiar print media (e.g., pictures, books).</p>
<p><b>1</b></p> <p><b>Independent:</b> The student will: - identify feelings suggested by familiar nonprint media (e.g., graphics, music) - identify two types of mass communication (e.g., television, radio, newspaper).</p>	<p><b>Supported:</b> The student will: - recognize happy or sad feelings suggested by familiar nonprint media (e.g., pictures, music) - identify one type of mass communication (e.g., television, radio, newspaper).</p>	<p><b>Participatory:</b> The student will: - respond to familiar nonprint media (e.g., videos, music) - respond to one familiar type of mass communication (e.g., television, radio).</p>
<p><b>2</b></p> <p><b>Independent:</b> The student will: - identify feelings suggested by nonprint media (e.g., graphics, music); - identify two types of mass communication (e.g., television, radio, newspaper).</p>	<p><b>Supported:</b> The student will: - recognize happy or sad feelings suggested by familiar nonprint media (e.g., pictures, music); - identify one type of mass communication (e.g., television, radio, newspaper).</p>	<p><b>Participatory:</b> The student will: - respond to familiar nonprint media (e.g., videos, music); and - respond to one familiar type of mass communication (e.g., television, radio).</p>

<b>LA.K.6.4 Technology</b>		<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
<p>LA.K.6.4.1 The student will use technology (e.g., drawing tools, writing tools) resources to support learning.</p> <p>LA.1.6.4.1 The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories.</p>		<p>LA.2.6.4.1 - use appropriate available technologies to enhance communication and achieve a purpose(e.g., video, presentations)</p> <p>LA.2.6.4.2 - use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories.</p>	
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<b>K</b>	<b>Independent:</b> The student will use technology resources (e.g., interactive books, software, or hardware) to support learning.	<b>Supported:</b> The student will use a technology resource (e.g., interactive books, software, or hardware) to support learning.	<b>Participatory:</b> The student will respond to a technology resource.
	<b>Independent:</b> The student will use technology resources (e.g., interactive books, software, hardware) to support learning.	<b>Supported:</b> The student will use technology resources (e.g., interactive books, software, hardware) to support learning.	<b>Participatory:</b> The student will respond to a technology resource.
	<b>Independent:</b> The student will: - use technology resources (e.g., interactive books, software, hardware) to support learning; - use digital tools (e.g., writing, drawing software) to produce pictures, letters, and words.	<b>Supported:</b> The student will: - use technology resources (e.g., interactive books, software, hardware) to support learning; - use digital tools (e.g., writing, drawing software) to produce pictures or letters.	<b>Participatory:</b> The student will: - use technology resources to support learning - use an input device (e.g., keyboard, switches, joystick) to interact with a technology resource.
<b>1</b>			
<b>2</b>			

