

**English/Language Arts K-5
Standard Course of Study and
Extended Content Standards with Demonstrators**

| Subject: English/Lang Arts | | Grade Level: K | |
|---|--|---|--|
| Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write. | | | |
| Objectives: | | | |
| 1.01 Develop book and print awareness: identify the parts of books and function of each part. demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud. demonstrate an understanding of letters, words, sentence and story. identify the title, name of the author and the name of the illustrator. | | | |
| 1.02 Develop phonemic awareness and knowledge of alphabetic principle: demonstrate understanding that spoken language is a sequence of identifiable speech sounds. demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word. demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes). | | | |
| 1.03 Demonstrate decoding and word recognition strategies and skills: recognize and name upper and lower case letters of the alphabet. recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks. recognize most beginning consonant letter-sound associations in one syllable words. | | | |
| 1.04 Read or begin to read: read or attempt to read own dictated story. attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning. | | | |
| 1.05 Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level. | | | |
| Extended Standard: The learner will develop and apply enabling strategies and skills to read and write. • Develop book and print awareness • Develop phonemic awareness • Decode symbols • Attend to pictures, text, environmental print or symbols • Choose text for exploration | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> • Demonstrate the ability to recognize common printed words or pictures. • Demonstrate ability to track print. • Relate letters to sounds. • Demonstrate understanding of commonly used environmental symbols. • Attempt to read simple patterned, decodable or predictable text • Interact daily with self-selected text | | <ul style="list-style-type: none"> • Demonstrate attention to the reader and the text. • Explore the differences among letters (alphabet), symbols, pictures, and environmental print. • Interact with simple patterned, decodable or predictable text. • Choose and explore books for reading. | |
| Pre-symbolic Access Points | | <ul style="list-style-type: none"> • Demonstrate a response to voice and/or sounds within a literacy context • Demonstrate a response to the visual text | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade K, Comp 1 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|--|---|
| <ul style="list-style-type: none"> • When presented with written word related to 1-2 anticipated event, goes to corresponding area or activity (snack, play area, music, activity areas) • When presented with drawing/written word related to anticipated event, goes to corresponding area or activity (snack, play area, music, activity areas) • When presented with line drawing related to anticipated event, goes to corresponding area or activity (snack, play area, music, activity areas) • Identify 1-2 words and symbols in elementary school environment (bathroom, exit, library, cafeteria, gym, etc.) • Identify words and symbols set up by teacher within classroom environment to identify areas or activities (reading center, play center, calendar, schedule, etc.) • Identify 1-2 high frequency sight words (are, the, and, it, you, I, etc.) • Identify 1-2 core high interest words related to personal preferences (Thomas the Tank, vacuum, ball, truck, etc.) • Identify 1-2 high interest logos (Universal Studios, McDonald's, etc.) • Identify 1-2 beginning letters within high interest words (Thomas, vacuum, Barney, etc.) • Identify 1-2 beginning sounds within high interest words (Thomas, vacuum, Barney, etc.) ▪ Choose picture from array (2-3 pictures) that is related to anticipated daily event to indicate preference for that event (puzzle area, book area, etc.) ▪ Given a non-fiction book (picture book on insects, on fish, on animals, etc.), points to correct picture in response to question 'where is ...?' on one of two pages • Flip through pages of book to locate a picture matching a picture of an object presented by teacher • Repeat movement or words in repeated line text, given hesitation at appropriate time by teacher • Find written word labeling familiar object in simple picture book • Experiment with sound combinations by choosing words/pictures to complete silly phrases ("I know a little girl who swallowed a?") Child chooses rhyming choices – hog, frog, dog, etc.) using array of 2-3 pictures • Point to line of print on page to get teacher to read story | <ul style="list-style-type: none"> • Position book correctly for reading/viewing of pictures • Turns pages of book from front cover to back • Follow book pictures from left to right on page • Follow a model (teacher's movements) to turn page, to point to picture, to close cover • Indicate to turn page to get repeated line or movement • Given a choice of two books (one unfamiliar), choose book with repeated movement/line, favorite activity, or favorite pictures • Given two pictures (one of dog and one of ball), match identical picture • Given two books and presented with identical picture from cover of one book, match picture to cover of book • Given symbol, picture or object in elementary school environment (bathroom, exit, library, cafeteria, gym, etc.), match identical symbol, picture or object • Match letter to first letter of name on card • Match letters of name to letters of name on card | <ul style="list-style-type: none"> • Respond to repeated line, rhythm, and/or movement within story by turning head, smiling, movement, etc. • Respond to intonation, volume, inflection and movement of teacher while reading by turning head, smiling, movement, etc. • Respond to sensory stimulus (flashlight, touch prompt, tickle, beeper) paired with a book to attend to/focus on text • Respond to sensory stimulus (flashlight, touch prompt, tickle, beeper) paired with a book to have page turned • Activate switch to begin a story • Activate switch to continue listening to a book on tape whenever it stops (continue computer program, etc.) |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student's mode of communication (verbal, eye gaze, switch, picture communication, etc).

Subject: English/Lang Arts

Grade Level: K

Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

Objectives:

- 2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).
- 2.02 Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).
- 2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.
- 2.04 Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens).
- 2.05 Predict possible events in texts before and during reading.
- 2.06 Understand and follow oral-graphic directions.
- 2.07 Demonstrate understanding of literary language; e.g., "once upon a time" and other vocabulary specific to a genre.
- 2.08 Distinguish fantasy from reality when reading text.
- 2.09 Identify the sequence of events in a story.

Extended Standard: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed • Demonstrate sense and sequence of story • Connect own experience to text (prior knowledge) • Anticipate event in text • **Fantasy in text** • Explore and respond to different forms of text • Follow oral-graphic directions.

| Symbolic Access Points | Early Symbolic Access Points | Pre-symbolic Access Points |
|--|---|--|
| <ul style="list-style-type: none">• Follow directions that are read, heard, and viewed.• Reacts to and interacts with different forms of text.• Interacts with others in relation to elements/sense of text (beginning, end, character, etc.)• Relate personal knowledge, preferences or experience to text• Demonstrate ability to sequence concrete events in text• Demonstrates expectation that more events follow in partially completed story | <ul style="list-style-type: none">• Relates objects or actions to stories or songs.• Follow single-step oral-graphic directions.• Interacts with others in relation to text (using actions, expressions or gestures)• Indicates preferences for specific texts.• Anticipates end of familiar text.• Obtains related objects prior to reading of familiar text. | <ul style="list-style-type: none">• Respond to an object representing an event or activity within a familiar text.• Physically interact with or explore text. |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade K, Comp 2 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|--|---|
| <ul style="list-style-type: none"> • Use a picture or photo to retrieve an item from an array (given a picture, goes to a shelf and retrieves the item pictured) • Use a picture or photo to make a transition to a familiar activity or area of the room • Use a picture to complete a movement (stand up, sit down, clap hands, etc.) • Uses a picture/written cue to complete a movement • Choose a picture from a set of three to predict an outcome or next event • Follow simple one-word written/picture directions (when sees word ‘cut’ with picture, uses scissors) • Follow 1- to 2- step oral directions • Complete a sequence of two movements on two separate cards or pictures • Imitate movements seen in a story or in the telling of a story • Notes preference for some reference within text • Given a familiar adapted book, complete the repeated line or phrase with written text • After repeated readings (with movement) of motivating book or story (Pat the Bunny, Where’s Puppy?, etc.), produce movement associated with book when teacher mentions or asks about book or character • Use picture sequence (first-then) to complete a sequence of activities (first use bathroom, then wash hands) • Use a 3-4 picture list to gather materials for a task • Use pictures to sequence first, then with daily routines • Use pictures to sequence beginning and ending of familiar story • Describe first, then with daily routine | <ul style="list-style-type: none"> • When presented with picture or photo in book (adapted), match identical picture to picture in book • Given a familiar and/or adapted book, complete the repeated line or phrase using symbol, picture or object • Use associated object to make a transition to a familiar activity or area of room • Use associated object to make a transition to a familiar activity or area outside of the room • Imitate movements seen in a video • Rejects text • Given two photos of own actions (photo of snack time and photo of outside time), connects one photo to event in text (“If you give a mouse a cookie,..”) • Given a familiar routine with a book involving movement and music (Wheels on the Bus), complete the movement, sound or phrase at the end of a line (The wheels on the bus go.....) • While teacher reads book and completes repeated movements with an object, gesture toward or takes object to repeat movement (makes stuffed bird fly when teacher reads line about bird flying) • Repeat movement or words in repeated line text, given hesitation at appropriate time by teacher • When presented with photo or symbol related to anticipated event, go independently to 2-4 corresponding area or activity (snack, play area, music, activity areas) • Follow 1-step oral directions within consistent daily routine • Use picture sequence (first-then) to complete a sequence of activities (first work-then play) | <ul style="list-style-type: none"> • Touch pages of a tactile book • Use a switch to indicate turning page • Physically indicate (use a switch) desire for teacher to read or complete movement within book • Indicate choice when given a choice of two books • Indicate choice when given a choice of two associated objects that represent familiar events or activities • Reach to indicate desire to turn page • Use a switch (given a distractor switch) to produce the repeated line within a story at the appropriate time |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

| Subject: English/Lang Arts | | Grade Level: K | |
|---|--|---|--|
| Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology. | | | |
| Objectives: | | | |
| 3.01 Connect information and events in text to experience. | | | |
| 3.02 Discuss concepts and information in a text to clarify and extend knowledge. | | | |
| 3.03 Associate target words with prior knowledge and explore an author's choice of words. | | | |
| 3.04 Use speaking and listening skills and media to connect experiences and text: Listening to and re-visiting stories. Discussing, illustrating, and dramatizing stories. Discovering relationships. | | | |
| Extended Standard: The learner will make connections through the use of oral language, written language, and media and technology. • Connects text to self • Identify relationships between text and experience. • Develop vocabulary through use of text. •Communicate (retell, act out, illustrate) story, incorporating own experience. | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> • Connect own experiences to text. • Create a partial representation of a story (act out, illustrate, etc.). • Retell or communicate at least part of a story. • Demonstrate ability to learn (words, concepts) from text. | | <ul style="list-style-type: none"> • Connect own experience to familiar text. • Communicate about an element of a story. • Interact appropriately with text. | |
| | | Pre-symbolic Access Points | |
| | | <ul style="list-style-type: none"> • Interact with adapted personal text. • Explore familiar text. • Indicate preference for specific text. | |

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Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade K, Comp 3 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|--|--|
| <ul style="list-style-type: none"> • Select 3 photos of favorite activities, objects, etc. to create a “book about me” • Write 1 or more letters of name on front page of “book about me” • Match own photo to name card • Retrieve photo/name card from array and place on attendance chart • Retrieve name card from array and place on attendance chart • Correct behavior or shows appropriate behavior in response to classroom rules (hands in lap, etc.) • While listening to story and asked question related to text, such as “Who else ____? (has a puppy, likes to swim, etc.)”, respond or offers information about self • While listening to new story and asked question related to text, such as “Do we have another book ____? (about fish, with a moon, about a bear, etc.), respond by indicating another familiar book • During story activity, note picture of baby in book and comments (gestures, signs, shows photo of baby brother, etc.) on baby at own house (relates picture to own experience at least once per story) • Given song choice board at circle time (3 choices), choose a picture-word card to request a specific song • Choose and categorize symbols or logos (Sponge Bob/Patrick/Sandy vs. Cinderella/ Pumpkin/ Prince/fat mice, etc.) with favorite themes | <ul style="list-style-type: none"> • Select picture of self from choice of 2 (distractor is not a person) in response to “Where’s ____?” • Given a choice of 2 familiar and motivating objects (i.e., favorite toy, stuffed animal, musical toy) and presented with a picture of one, indicate which toy matches the picture • When teacher points to page with picture of toad, will hold up object (stuffed toad) to match • Give a familiar text, connects favorite stuffed toy (pony) to book (about a pony). • When teacher asks “what did we read?,” will engage in associated movement to indicate book (rotates hands to indicate “wheels on the Bus”) • Select a book for story time from choice of 2 (1 is familiar, 1 is distractor) • Use picture or object card to make a transition to area or activity • Choose a logo (from two choices) to indicate a preference of where to go (McDonald’s vs. Exxon) • Choose a logo or label (from two choices) to indicate desire for a specific snack item (Lay’s Potato Chips vs. Cheetos) • Choose and categorizes symbols or logos (Sponge Bob/Patrick/Sandy vs. Cinderella/Pumpkin/Prince/fat mice, etc.) with favorite themes • Given a personal photo book, point to photos of self or family members spontaneously • Given a personal photo book, flip to photo of self when teacher asks, “where is ____ (child’s name)?” • Given song choice board at circle time (1-3 objects or concrete photos for song), choose object or photo to request a specific song | <ul style="list-style-type: none"> • Choose personal favorite from two objects to add to literacy project • Indicate own completed literacy project (from choice of 2) when asked, “Where is yours?” • Given a choice of two photos (one of self and one distractor), indicate (eye gaze, point, pick up) photo of self • Given two objects (object used in song vs. distractor) at circle time, indicate object associated with song to request song • When teacher holds up motivating object (Sponge Bob stuffed toy) and distractor (broom), indicate (points, gaze, grabs) photo of toy to get toy |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

| Subject: English/Lang Arts | | Grade Level: K | |
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| Competency Goal 4: The learner will apply strategies and skills to create oral, written and visual texts. | | | |
| Objectives: | | | |
| 4.01 Use new vocabulary in own speech and writing. | | | |
| 4.02 Use words that name and words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences). | | | |
| 4.03 Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences. | | | |
| 4.04 Maintain conversation and discussions: attending to oral presentations. Taking turns expressing ideas and asking questions. | | | |
| 4.05 Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!). Write from left to right and from top to bottom. Write most letters and some words when dictated. | | | |
| 4.06 Write and/or participate in writing behaviors by using authors' models of language. | | | |
| Extended Standard: The learner will apply strategies and skills to create oral, written, and visual texts • Use new vocabulary and/or symbols • Maintain or attend to conversations • Write and/or participate in writing behaviors. | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> • Use new vocabulary and/or symbols. • Maintain and attend to conversations. • Demonstrate writing behaviors. | | <ul style="list-style-type: none"> • Attempt communication using various means. • Participate in writing behavior. • Use new vocabulary and/or symbols in familiar routines. | |
| | | Pre-symbolic Access Points | |
| | | <ul style="list-style-type: none"> • Attend or respond to conversations • Demonstrate an awareness of writing behaviors | |

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Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade K, Comp 4 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|---|--|
| <ul style="list-style-type: none"> • Pull own name card from an array to add to ‘book about me’ • Draw shape or marks on page of ‘book about me’ and indicates what marks represent (must be related to self) • Select photos and pictures from an array to create a book about a favorite place or activity (3 choices related to theme) • Use stamps, pictures, and/or photos to create a project that depicts a familiar event or activity • Use stamps, pictures and/or photos to show a sequence of events • Use stamps, pictures and/or photos to recreate elements of a familiar story or book (creates a poster with some elements of “Goodnight, Moon!” – chair, window, fireplace, moon) • Choose name stamp from a set of stamps to stamp name on own literacy project • Add printed words to literacy poster (from an array with distractors) to show connection between words and associated pictures, photos or stamps • Choose 3-4 items to place on a literacy project (‘book about me’) including printed material (name stamp, favorite word card, etc.) • Attend to teacher directions or statements during literacy project by adding 2-3 elements to project related to teacher cue (when teacher notes, “what else goes by the fireplace?”, puts picture of cat, clock, and chair in appropriate location) • Attend to teacher directions or statements during class discussion by describing 2-3 elements related to teacher question (when teacher notes, “what else goes by the fireplace?”, identifies cat, clock, and chair) • Given two vocabulary words from a story (cheese and apple from “The Very Hungry Caterpillar”), will choose the correct printed word and match it to a picture | <ul style="list-style-type: none"> • Pull own name/photo card from group of 2 (distractor is an unrelated photo) to add to ‘book about me’ • Given a choice of two photos (1 of child in favorite activity, 1 distractor), choose photo of self for ‘book about me’ • Marks or color drawing provided for a self-created book • Participate in group by choosing a group activity from two photo cards (sing “Row Your Boat” vs. read “On a Snowy Day”) • Choose a stamp of a familiar shape or picture (from choice of two) to add to a page of a literacy project (poster, etc.) • Given a name stamp and a picture stamp, choose name stamp to put name on a literacy project • Indicate (points to, describes, shows, etc.) 2-4 specific items on a completed literacy project in response to simple directions to “show me ____ (your train, etc.)” • Attend to teacher directions or statements during class discussion by choosing one picture related to teacher question (when teacher notes, “what else goes by the fireplace?”, identifies cat) • Attend to teacher directions or statements during class discussion by identifying one element related to teacher question (when teacher notes, “what else goes by the fireplace?”, says/uses switch/signs to indicate cat) • Use augmentative system to respond to teacher question on specific detail of recent event or activity (identifies what the caterpillar ate – cheese with 3 other distractors “The Very Hungry Caterpillar”) | <ul style="list-style-type: none"> • Indicate where favorite object goes on poster or book (literacy project) • Turn head or eye gaze to speaker calling name • Indicate (points to, describes, shows, etc.) a specific item on a completed literacy project in response to simple direction to “give me ____ (your train, etc.) • Put hand on name stamp (push, etc.) to put on their literacy project • Use augmentative system to respond to teacher question on recent event or activity (indicate what caterpillar ate – 3 choices, all possible – apple, cheese, leaf, “The Very Hungry Caterpillar”) |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

| Subject: English/Lang Arts | | Grade Level: K | |
|--|---|---|--|
| Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively. | | | |
| Objectives: | | | |
| 5.01 Develop spelling strategies and skills by: representing spoken language with temporary and/or conventional spelling. Writing most letters of the alphabet. Analyzing sounds in a word and writing dominant consonant letters. | | | |
| 5.02 Use capital letters to write the word I and the first letter in own name. | | | |
| 5.03 Use legible manuscript handwriting. | | | |
| Extended Standard: The learner will apply grammar and language conventions to communicate effectively • Practice strategies to create a product. | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> Practice strategies to create a product. Use grammar and language conventions in communication | <ul style="list-style-type: none"> Practice strategies to create a product. Demonstrate attention to language from communication partner. | Pre-symbolic Access Points | |
| | | <ul style="list-style-type: none"> Demonstrate awareness of writing Practice strategies to create a product | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade K, Comp 5 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|--|--|---|
| <ul style="list-style-type: none"> • Use manipulatives to copy 1-3 letters (straight and curved sticks) • Draw a line to match pictures, symbols, etc. on a page • Connect point to point to create 1-2 letters within a classroom activity (literacy project, art project, poster, communication journal, etc.) • Circle picture in response to teacher question • Glue printed words into ‘book about me’ on pages with matching pictures or drawings • Glue printed words in order on page to make sentences or sentence fragments • Choose a song at circle time from a picture-word choice board and add it to list of songs on work list • Create a book showing sequence of 3 activities with pictures or photos • Describe sequence of 3 photos within literacy project • Add printed words or letters directly related to each of three pictures in the sequence • Hold up book and shows pictures/points/talks about pictures to others | <ul style="list-style-type: none"> • Use manipulatives to copy first letter in name (straight and curved sticks) • Draw a circular shape, possibly repeatedly • Draw shape to convey intended meaning (Draw circles in literacy project to create image of caterpillar) • Connect point to point to form a line • Follow simple one-step directions in assembling literacy project (book on trains, book on other favorite activity or objects) – i.e., “put the train on this page” • Hold up book and pretends to read, flip pages, direct others, etc. • Glue name (printed word) on page with photo of self • Indicate matching photo or picture within literacy project in response to teacher question, ‘where is ___?’ • Mark on picture/photo to indicate answer in response to teacher question • After readings of a book and given a set of pictures to use, produce an art project with pictures related to the story (may choose pictures that are not directly related) • Convey content of self-directed art project by describing or indicating pictures in project | <ul style="list-style-type: none"> • Given two picture or object choices (1 familiar and related to discussion, 1 distractor), indicate picture or object to place in a literacy project • Make a mark (alternate pencil) to indicate presence at circle • Make a mark to answer simple yes/no question – ‘do you want to go to library?’ • Pick marker (from choice of 2) for teacher to add text (name, drawing, picture, word, etc.) to literacy project • Use glue stick to attach picture to literacy project • Grasp/open hand/move hand/etc. to accept support in making mark or in producing permanent product (pudding, glue/shaving cream, washable paint) • Interact with book by touching pages, turning pages, patting, putting to face, etc. |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

| Subject: English/Lang Arts | | Grade Level: 1 | |
|---|--|--|--|
| Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write. | | | |
| Objectives: | | | |
| 1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle: Count syllables in a word. Blend the phonemes of one-syllable words. Segment the phonemes of one-syllable words. Change the beginning, middle, and ending sounds to produce new words. create and state a series of rhyming words that may include consonant blends (e.g., flag, brag). | | | |
| 1.02 Demonstrate decoding and word recognition strategies and skills: Generate the sounds from all the letters and appropriate letter patterns which should include consonant blends and long and short vowel patterns. Use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text. Recognize many high frequency and/or common irregularly spelled words in text (e.g., have said, where, two). Read compound words and contractions. Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., looks, looked, looking). Read appropriate word families. | | | |
| 1.03 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors. | | | |
| 1.04 Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters). | | | |
| 1.05 Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level. | | | |
| Extended Standard: The learner will develop and apply enabling strategies and skills to read and write. • Demonstrate awareness of letters and non-letters • Develop phonemic awareness – attend to similarities and differences in sound • Demonstrate awareness of symbol/letter-sound relationships • Increase vocabulary • Choose text for exploration | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> • Demonstrate understanding of letters and non-letters. • Demonstrate understanding of letter/sound relationships. • Demonstrate understanding of new words through a variety of means. • Choose text for exploration. | | <ul style="list-style-type: none"> • Demonstrate attention to the reader. • Demonstrate knowledge to the differences among symbols, pictures, and environmental print. • Chose text for exploration. • Demonstrate knowledge of the connection of sounds with specific pictures or objects. • Increase vocabulary | |
| | | Pre-symbolic Access Points | |
| | | <ul style="list-style-type: none"> • Demonstrate awareness of and/or response to being read to • Demonstrate awareness of and/or response to changes in sounds within a literacy context • Demonstrate awareness of and/or response to change in elements of verbal/non-verbal communication within a literary context | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 1, Comp 1 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|--|---|--|
| <ul style="list-style-type: none"> • Given an alphabet song and an alphabet board, identify letters in order with point as song progresses • When presented with written words related to 3-5 anticipated events, go to corresponding area or activity (snack, play area, music, activity areas) • Identify 3-5 words and symbols in elementary school environment (bathroom, exit, library, cafeteria, gym, etc.) • Identify words and symbols set up by teacher within classroom environment to identify areas or activities (reading center, play center, calendar, schedule, etc.) • Identify 3-5 high frequency sight words (are, the, and, it, you, I, etc.) in text • Identify 3-5 core high interest words related to personal preferences (swim, cookie, computer , etc.) • Identify 3-5 high interest logos (Universal Studios, McDonald's, etc.) • Identify 3-5 beginning letters within high usage words (music, more, want, etc.) • Identify 3-5 beginning sounds within high interest words (music, mom, Mc Donalds, etc.) • Choose picture from array (4-6 pictures) that is related to anticipated daily event to identify preference for that event (puzzle area, book area, etc.) • Flip through pages of book to locate a picture matching a picture of an action or attribute presented by teacher • Repeat movement or words in repeated line text, given hesitation at appropriate time by teacher • Find written word labeling familiar action in simple picture book • Experiment with sound combinations by completing silly phrases ("I know a little girl who swallowed a?" Child identifies rhyming choices – hog, frog , dog, etc.) without picture choices • Identify 1-3 letters when teacher produces a specific letter sound • Identify 1-3 sounds when teacher shows a specific letter • Given a letter sound, finds a picture of an object that begins with same sound • Sort pictures with same beginning sounds 2-3 sounds | <ul style="list-style-type: none"> • Respond to reader by hitting sound button in sound book when appropriate • Given an alphabet song and an alphabet board, indicate letters on board with gesture, attempting to follow sequence of letters in song • Follow schedule from top to bottom (2-3 cards or objects) • Indicate to turn page to get repeated line or movement • Given a choice of two books (one unfamiliar), choose book with repeated movement/line, favorite activity, or favorite pictures • Given 3-5 pictures (different familiar objects), match identical pictures • Identify 1-2 high interest logos (Universal Studios, McDonald's, etc.) • During a reading activity and while holding a matching picture from one page of the book, match picture/points to picture when teacher turns to corresponding page • Given symbol, picture or object in elementary school environment (bathroom, exit, library, cafeteria, gym, etc.), match identical symbol, picture or object for 2-4 areas • Match letters of name to letters of name on card • Identify letters from an array of letters (3-5) when teacher produces specific letter sound and holds up letter card • Sort labeled pictures with the same beginning letter sounds (2-3 with same letter) | <ul style="list-style-type: none"> • Attend to alphabet song (or to teacher singing song) and indicates recognition of song (smiles, gazes, gestures) • Follow a model (teacher's movements) to turn page, to point to picture, to close cover • Respond to repeated line, rhythm, and/or movement within story by turning head, smiling, movement, etc. • Respond to intonation, volume, inflection and movement of teacher while reading by turning head, smiling, movement, etc. • Respond to sensory stimulus (flashlight, touch prompt, tickle, beeper) paired with a book to attend to/focus on text • Respond to sensory stimulus (flashlight, touch prompt, tickle, beeper) paired with a book to have page turned • Activate switch to begin a story • Activate switch to continue listening to a book on tape whenever it stops (continue computer program, etc.) • During vocal play, make similar sound in response to teacher sound • During vocal play, attempt an oral-motor response to teacher sound • Indicate next activity/where to go/function of object when presented with related object in familiar routine (1-2 objects/routines – opens mouth when sees spoon, rocks when sees swing, looks to door when sees jacket, etc.) • Interact with book by touching pages, turning pages, patting, putting to face, etc. |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student's mode of communication (verbal, eye gaze, switch, picture communication, etc).

| Subject: English/Lang Arts | | Grade Level: 1 | |
|--|--|---|--|
| Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed. | | | |
| Objectives: | | | |
| 2.01 Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers. | | | |
| 2.02 Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays). | | | |
| 2.03 Read and comprehend both fiction and nonfiction text appropriate for grade one using: prior knowledge. Summary. Questions. Graphic organizers. | | | |
| 2.04 Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text. | | | |
| 2.05 Predict and explain what will happen next in stories. | | | |
| 2.06 Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing). | | | |
| 2.07 Respond and elaborate in answering what, when, where, and how questions. | | | |
| 2.08 Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts. | | | |
| 2.09 Read and understand simple written instructions. | | | |
| Extended Standard: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed • Demonstrate comprehension of text • Demonstrate awareness of variety of texts • Participates in before/during/after-reading activities • Understand simple symbol/written instruction. | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> • Demonstrate a preference of text. • Demonstrate comprehension of literary text. • Understand and follow simple written/symbol instructions. | | <ul style="list-style-type: none"> • Demonstrate knowledge of different forms of text. • Respond to oral-graphic directions. • Participate in comprehension activities on text that is read, heard, or viewed. • Understand simple symbol/written instructions. | |
| | | Pre-symbolic Access Points | |
| | | <ul style="list-style-type: none"> • Demonstrate awareness of and/or response to an object representing a familiar event or activity within a literacy context. • Physically interact/ explore text. • Demonstrate awareness of and/or response to a repeated event within a literacy context. | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 1, Comp 2 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|--|--|
| <ul style="list-style-type: none"> • Use sequence of pictures or photos to retrieve 3-5 items from an array (given a picture list, goes to a shelf and retrieves the items pictured) • Use a picture or photo schedule to make transitions to familiar activities or areas of the room (4-6) • Use picture/word cards to complete a set of 2-4 movements (Head, Shoulders, Knees & Toes) • Follow 2-step written/picture directions (follows picture /written direction to cut and paste) • Follow 2- to 4- step oral directions • Use multiple picture/written cards (classroom rule cards) to self-correct in classroom activities • Use picture sequence (first-next-last) to complete a sequence of activities (first use bathroom, next flush, last wash hands) • Use a 4-6 picture list to gather materials for a task • Use pictures to sequence first, next, then with daily routines • Use pictures to sequence beginning, middle and ending of familiar story • Describe first, next, then with daily routine • After listening to story, identify from a set of picture/written choices “who” was in the story • After listening to story, identify from a set of picture/written choices “what happened” in the story • After listening to story, identify from a set of picture/written choices “where” the story happened • Make a prediction about a character in a story from looking at front cover • Make a prediction about next event in story while listening to reading (connection to knowledge of text and/or personal experience) • Predict ending of story (connection to understanding of text and/or personal experience) | <ul style="list-style-type: none"> • Imitate movements seen in a story or in the telling of a story • Follow 3-5 simple routine directions in class • Repeats simple familiar action illustrated by a picture card (clap hands, touch nose, etc) • When presented with photo or symbol related to anticipated event, go independently to 2-4 corresponding areas or activities (snack, play area, music, activity areas) • Given a familiar adapted book and while holding a copy of the last word of repeated line text (picture/written), put copy of missing text on page at appropriate time • After repeated readings (with movement) of motivating book or story (Pat the Bunny, Where’s Puppy?, etc.), produce movement associated with book when teacher mentions or asks about book or character • During story time, point to correct picture when asked “find the___” • When presented with series of pictures or photos in book (adapted), choose from an array to match identical pictures to pictures in book • Use associated objects to make a transition to a familiar activities or areas of room (2-3 areas) • Use associated object to make a transition to a familiar activity or area outside of the room (2-3 areas) • Imitate movements seen in a video • While teacher reads book and completes repeated movements with an object, gesture toward or take object to repeat movement (makes stuffed bird fly when teacher reads line about bird flying) • Repeat movement or words in repeated line text, given hesitation at appropriate time by teacher • Given two picture choices, make a prediction about a character in a story from looking at front cover • Given two picture choices, make a prediction about next event in story while listening to reading • Given two picture choices, predict ending of story | <ul style="list-style-type: none"> • Touch pages of a tactile book • Use a switch to indicate turning page • Indicate (use a switch) desire for teacher to read or complete movement within book • Indicate choice when given a choice of two books • Indicate choice when given a choice of two associated objects that represent familiar events or activities • Reach to indicate desire to turn page • Use a switch (given a distractor switch) to produce the repeated line within a story at the appropriate time • Follow routine directions (1-3) when teacher uses verbal, gesture, sign combination direction • Given a familiar routine with a book involving movement and music (Wheels on the Bus), complete the movement, sound or phrase at the end of a line (The wheels on the bus go.....) • With an adapted book with one item repeatedly adapted and when teacher says,”find the _____,” indicates, touches, gesture toward the adapted picture • Follow 1-step oral directions within consistent daily routine |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

| Subject: English/Lang Arts | | Grade Level: 1 | |
|--|--|---|--|
| Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology. | | | |
| Objectives: | | | |
| 3.01 Elaborate on how information and events connect to life experiences. | | | |
| 3.02 Recognize and relate similar vocabulary use and concepts across experiences with texts. | | | |
| 3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts. | | | |
| 3.04 Share personal experiences and responses to experiences with text: publishing non-print texts. Discussing interpretations. recording personal responses. | | | |
| 3.05 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice. | | | |
| 3.06 Discuss authors'/speakers' use of different kinds of sentences to interest a reader/listener and communicate a message. | | | |
| 3.07 Compare authors' uses of conventions of language that aid readers including: Kinds of sentences. Capitalization of first word in a sentence and proper names. Punctuation to end a declarative and interrogative sentence. | | | |
| Extended Standard: The learner will make connections through the use of oral language, written language, and media and technology. • Connects text to self • Connects text to text • Connects text to world • Determine message of text/speaker | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> • Connect text to self. • Connect text to text • Connect text to world. • Determine message of text/speaker. | | <ul style="list-style-type: none"> • Communicate preference of favorite story, poem, song or book. • Demonstrate knowledge of association between symbol and meaning. • Participate in discussions based on similar texts. | |
| | | Pre-symbolic Access Points | |
| | | <ul style="list-style-type: none"> • Demonstrate awareness of and/ or response to text. • Demonstrate selection of specific text. | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 1, Comp 3 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|--|---|---|
| <ul style="list-style-type: none"> • Retell a personal experience related to a story (example: after Jack and Jill student will tell about falling down on playground) • Answer who, what, or where question about 2 different stories, given visual cues. • Match pictures of similar events/activities to events/activities within stories or text. • Correctly follows words in a line in story by pointing as teacher, tape or computer reads. • Given song choice board at circle time (4-6 choices), chooses a picture-word card to request a specific song • Identify basic emotions (happy, sad, angry) represented in the text. • Use 3-4 photos, words, pictures, etc. to create a sequence related to self or world within a literacy project • Write 3 or more letters of name on front page of “book about me” • Place name cards on attendance chart to indicate presence of multiple students in class • Demonstrate behavior portrayed in response to 3-4 rule or activity cards (picture/written) in group literacy activities • Clearly relate own preference for portrayed event/activity/object (“I like...”, imitates action, chooses related activity, etc.) within a story or text on 3 separate occasions • Find text that is related to text being read or viewed and identifies connection (finds picture of monkey and indicates connection to monkeys in “Caps for Sale” • Given activity board (picture/written) at circle time (3 activities), identify and carries out each activity in sequence | <ul style="list-style-type: none"> • Give an object that represents the song, story, or activity to indicate choice. • Match 3-4 items to correct photographs in activity • Retrieve photo/name card from array and place on attendance chart • Imitate activity or action within a story • Select picture of self from choice of 3-4 (pictures of students in class) in response to “Where’s ___?” • Given a choice of 2-3 familiar and motivating objects (i.e., favorite toy, stuffed animal, musical toy) and presented with a picture of one, indicate which toy matches the picture in two separate occasions or events • When teacher points to page with picture of monkey, indicate that other student is holding a stuffed monkey • With familiar and preferred book for story time, recognize photo of book when presented and finds favored text from choice of 2-3 books • Use 2-4 pictures or object cards to make transitions to area or activity • Choose a logo (from 3-4 choices) to indicate a preference of where to go (Kroger vs. McDonald’s vs. WalMart) • Choose a logo or label (from 3-4 choices) to indicate desire for a specific snack item (Lay’s Potato Chips vs. Cheetos vs. Peanuts) • Choose and categorizes 2 symbols or logos (Sponge Bob/Patrick vs. Cinderella/Pumpkin/Prince, etc.) with 2 favorite themes • Within a personal photo book, categorize photos of self vs. house vs. mother • Given a personal photo book, flip to 3 photos when teacher asks, “where is ___ (child’s name, mama, house, etc.)?” • Given activity board (picture/written) at circle time (3 activities), indicate next activity in sequence | <ul style="list-style-type: none"> • Request/indicate to hear another story or the one just heard. • Use body movement or vocalizations to indicate desire for teacher to repeat activity (bouncing, peek-a-boo, singing, etc.) within text being read • Choose personal favorite from two objects to add to literacy project • Indicate own completed literacy project (from choice of 2) when asked, “Where is yours?” • Given a choice of two photos (one of self and one distractor), indicate (eye gaze, point, pick up) photo of self • Given two objects (object used in song vs. distractor) at circle time, indicate object associated with song to request song |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

| Subject: English/Lang Arts | Grade Level: 1 | |
|--|--|---|
| Competency Goal 4: The learner will apply strategies and skills to create oral, written and visual texts. | | |
| Objectives: | | |
| 4.01 Select and use new vocabulary and language structures in both speech and writing contexts (e.g., oral retelling using exclamatory phrases to accent an idea or event). | | |
| 4.02 Use words that describe, name characters and settings (who, where), and tell action and events (what happened, what did ___ do) in simple texts. | | |
| 4.03 Use specific words to name and tell action in oral and written language (e.g., using words such as frog and toad when discussing a nonfiction text). | | |
| 4.04 Extend skills in using oral and written language: clarifying purposes for engaging in communication. Using clear and precise language to paraphrase messages. Engaging in more extended oral discussions. Producing written products. Completing graphic organizers. | | |
| 4.05 Write and/or participate in writing by using an author's model of language and extending the model (e.g., writing different ending for a story, composing an innovation of a poem). | | |
| 4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings) using a writing process. | | |
| Extended Standard: The learner will apply strategies and skills to create oral, written, and visual texts • Use new vocabulary and/or symbols • Write and/or participate in writing behaviors • Engage in story-telling (characters, settings, actions, and events) | | |
| Symbolic Access Points | Early Symbolic Access Points | Pre-symbolic Access Points |
| <ul style="list-style-type: none"> • Use new vocabulary and/or symbols. • Write to create a product. • Engage in story-telling using elements of literature. | <ul style="list-style-type: none"> • Communicate using various means. • Engage in storytelling. • Participate in writing behavior to create a product. • Use new vocabulary and/or symbols in familiar routines. | <ul style="list-style-type: none"> • Attend or respond to conversations • Write and/or participate in writing behavior to create a product • Initiate a response at an appropriate time within a story |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 1, Comp 4 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|--|--|--|
| <ul style="list-style-type: none"> • Match 1-2 action words/ picture symbols to character activities in a story. • Independently copy first 3 letters of name. • Pull two word cards from an array to add to own literacy project (book about school, book about the beach, book about the grocery store, etc.) • Draw 2-3 shapes or marks on page of own book project and indicates what marks represent (must be related to self) • Select photos and pictures from an array to create a book about a routine community activity (3 choices related to grocery store, school, etc.) to create a story. • Use combination of 5-6 stamps, pictures, and/or photos to create a project that depicts a familiar event or activity • Use 3-4 stamps, pictures and/or photos to show a sequence of events • Use 3-4 stamps, pictures and/or photos to recreate elements of a familiar story or book (creates a poster with some elements of “Caps for Sale” – monkeys, tree, caps, man shaking fist) • Add 3-5 printed words to literacy poster (from an array with distractors) to show connection between words and associated pictures, photos or stamps • Choose 3-4 pictures from a set including distractor pictures to recreate familiar story • Sequence 2-4 pictures to recreate a familiar story • Retell story with 1-2 words per picture (2-4 pictures) • Create a story (literacy project) using a word bank • Create a story independently using words pictures and drawings | <ul style="list-style-type: none"> • Independently mark within a raised boundary to add to literacy project. • Put two related photos into project to show connection or sequence • Copy letter of first name within literacy project to indicate self • Match 2-4 related objects to photos or pictures in literacy project. • Pull own name/photo card from group of 3 (distractors are photos of other students or familiar people) to add to ‘book about me’ • Given a choice of 3-4 photos (child in favored activity, child in unrelated activity, other children in activities, etc.), choose photo of self in favored activity for specific aspect of literacy project • Spontaneously mark or color drawing provided for more than one page of a literacy project • Indicate a choice of activity from 3-4 photo cards • Choose 1-2 stamps of shapes or pictures related to project (from choice of four with some unrelated distractors) to add to a page of a literacy project (poster, etc.) • Indicate (points to, describes, shows, etc.) 3-4 specific items on a completed literacy project in response to simple directions to “show me ____ (your train, etc.)” • Respond to teacher question on recent event or activity by choosing photo or picture (identifies what caterpillar ate – 3 choices, one not possible – apple, cheese, own photo, “The Very Hungry Caterpillar”) • Match picture or photo to shape in manipulative book (remove circle picture of lollipop from left page and put on outline of lollipop on right page) • Create a story independently using words pictures and drawings • Follow series of 2-3 simple one-step directions in assembling literacy project (book on trains, book on other favorite activity or objects) – i.e., “put the train on this page” | <ul style="list-style-type: none"> • Indicate where favorite object goes on poster or book (literacy project) • Turn head or eye gaze to speaker calling name • Indicate (points to, describes, shows, etc.) a specific item on a completed literacy project in response to simple direction to “show me ____ (your train, etc.) • When given verbal cue, “Put your name on your paper,” moves hand toward name stamp (push, etc.) to put on their literacy project • Use augmentative system to respond to teacher question on recent event or activity (identifies what caterpillar ate – 3 choices, all possible – apple, cheese, leaf, “The Very Hungry Caterpillar”) • Use augmentative system to respond to teacher question/prompt on repeated line text (2 choices – one not relevant – one relevant) • Pick marker (from choice of 2) for teacher to add text (name, drawing, picture, word, etc.) to literacy project |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

| Subject: English/Lang Arts | | Grade Level: 1 | |
|--|--|--|--|
| Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively. | | | |
| Objectives: | | | |
| 5.01 Use phonic knowledge and basic patterns (e.g., an, ee, ake) to spell correctly three-and four-letter words. | | | |
| 5.02 Apply phonics to write independently, using temporary and/or conventional spelling. | | | |
| 5.03 Write all upper and lower case letters of the alphabet, using correct letter formation. | | | |
| 5.04 Use complete sentences to write simple texts. | | | |
| 5.05 Use basic capitalization and punctuation: first word in a sentence. Proper names. Period to end declarative sentence. Question mark to end interrogative sentence. | | | |
| 5.06 Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences). | | | |
| 5.07 Use legible manuscript handwriting. | | | |
| Extended Standard: The learner will apply grammar and language conventions to communicate effectively •Explore phonics as a spelling strategy • Practice conventions strategies to create a product | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> • Explore phonics as a spelling strategy. • Practice pre-writing strategies to create a product. | | <ul style="list-style-type: none"> • Practice strategies to create a product. • Practice effective communication. • Demonstrate attention to language from communication partner. | |
| | | Pre-symbolic Access Points | |
| | | <ul style="list-style-type: none"> • Demonstrate awareness of writing • Practice strategies to create a product | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 1, Comp 5 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|--|---|
| <ul style="list-style-type: none"> • Use manipulatives to make 4-6 letters (straight and curved sticks) • Write 3-5 letters of name to identify art or literacy project • Draw 2-4 lines to match 2-4 pictures to words on a page • Connect point to point to create 3-5 letters within a classroom activity (literacy project, art project, poster, communication journal, etc.) • Trace or follow stencil to write 3-5 words for art or literacy project • Glue 3-5 printed words into literacy project on pages with matching pictures or drawings • Glue 3-5 printed words in order on page to make sentences or sentence fragment • Choose sequence of 3-5 activities at circle time from a picture-word choice board and adds to work list for group activity • Create a story using inventive spelling • Add printed words or letters directly related to each of five pictures in the sequence • Add correct punctuation to sentence • As the teacher reads a statement or question, hold up a card with the corresponding punctuation mark | <ul style="list-style-type: none"> • Use at least 2 writing tools to make deliberate marks within raised boundary on 2-3 pages of project. • Use manipulatives to copy two letters in name (straight and curved sticks) • Use a drawn circular shape to create at least two images of different objects in a literacy project • Connect point to point to form multiple lines in a project • Trace 2-3 lines in different directions using stencil for use in art project • Glue 2 printed words on page with matching photos • Use letter tiles to spell name, sight words, and CVC words from a model • Use pictures to build sentences and/or stories • Point to highlighted punctuation mark at the end of a sentence | <ul style="list-style-type: none"> • Given two picture or object choices (1 familiar and related to discussion, 1 distractor), indicate picture or object to place in a literacy project • Make a mark (alternate pencil) to indicate presence at circle • Make a mark to answer simple yes/no question – ‘Do you want to go to library?’ • Use glue stick to attach picture to literacy project • Grasp/open hand/move hand/etc. to accept support in making mark or in producing permanent product (pudding, glue/shaving cream, washable paint) |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

| | | | |
|---|--|--|--|
| Subject: English/Lang Arts | | Grade Level: 2 | |
| Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write. | | | |
| Objectives: | | | |
| 1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text. | | | |
| 1.02 Read most high frequency and many irregularly spelled words accurately in text. | | | |
| 1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels. | | | |
| 1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently. | | | |
| 1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level. | | | |
| Extended Standard: The learner will develop and apply enabling strategies and skills to read and write. • Demonstrate awareness of symbol/letter-sound relationships • Demonstrate sustained attention to text • Choose text for exploration | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> • Demonstrate understanding of symbol/letter sound relationships. • Demonstrate sustained attention to preferred text. • Choose text for exploration. | | <ul style="list-style-type: none"> • Demonstrate attention to the reader. • Demonstrate knowledge of the differences among symbols, pictures, and environmental print. • Chose text for exploration. • Demonstrate knowledge of the connection of sounds with specific pictures or objects. • Increase vocabulary • Demonstrate attention to text • Demonstrate knowledge of symbol/letter sound. | |
| | | Pre-symbolic Access Points | |
| | | <ul style="list-style-type: none"> • Demonstrate awareness of and/or response to being read to • Demonstrate awareness of and/or response to changes in sounds within a literacy context • Demonstrate awareness of and/or response to change in elements of verbal/non-verbal communication within a literary context • Demonstrate awareness of and/or response to sound, rhythm, or pattern within a literacy context | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 2, Comp 1 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|--|---|
| <ul style="list-style-type: none"> • Maintain attention to longer text read aloud • Match pictures/words of rhyming objects • Sort or match words by beginning or ending sound. • Following along with text to fill in missing words or phrases. • During a shared reading, choose from a field of story characters to put in the adapted book. • During shared reading when asked what is happening in the story, identify action. • Given a familiar or predictable text, sequence a series of three events with picture/word cards • When presented with a character or setting or event outside of the familiar story, identify what does not belong • Given a text or story, generates an alternate ending (verbal, draw, etc.) • Given a question from teacher about attributes or aspects of a story or character (what color hair do you think that character has?, is he a big man or a little man?, etc.), provide a descriptive response • Select book on specific topic. • Recognize individual sounds in a word/points to letter that produces sound within word • Recognize same sounds in different words (bat, ball) | <ul style="list-style-type: none"> • Match symbols to symbols, pictures to pictures and environmental print to environmental print. • Sort symbols, pictures and environmental print. • When shown a picture or object with associated sound, imitate sounds during an interactive rhyming finger play or song activity. • Indicate letter of first name from array of three different letters • Produce beginning letter sound of first and last name. • When teacher is reading a familiar or predictable story (repetitive line text), student will indicate the repetitive line within the text (i.e., “More Spaghetti, I Say!”) • Given a familiar or predictable text and two picture choices of possible next event, choose logical response • Sort pictures with same beginning sound, 2-3 different sounds • Produce letter sounds of letters in name. • Indicate letters from an array of 3-5 when teacher produces specific letter sounds. • Sort pictures with same beginning sound using 2-3 different sounds. • Locate picture/photograph of 3-5 pictures when teacher describes action/attribute. • Find written action word in simple book that matches labeled action picture card. • Orient book top to bottom and turn pages front to back rarely turning multiple pages at one time. | <ul style="list-style-type: none"> • Give response or vocalization when the reader stops reading a story, rhyme, poem, song, symbol or book in order to get the reader to continue. • Orient face/body/eyes toward reader when being read to one on one. • When presented with 2 different letters adapted in different ways, indicate the letter of their first name. • Use a rocker switch to select for the group between “music” or “book” • Respond (facial movement, expression, finger movement on letter) to being given a large textured letter representing the first letter of the name they like to be called. Telling them “This is the letter ___, like in your name ___, it makes the ___ sound” • Given the choice of one book and one completely unrelated non-desired object, indicate desire for book. • Given a switch or device to produce a repetitive line with a familiar text, activate switch to fill in or finish line in text (response time depends on child) |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

| Subject: English/Lang Arts | | Grade Level: 2 | |
|---|--|--|--|
| Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed. | | | |
| Objectives: | | | |
| 2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by: Determining purpose (reader's and author's). Making predictions. Asking questions. Locating information for specific reasons/purposes. Recognizing and applying text structure. Comprehending and examining author's decisions and word choice. Determining fact and opinion. Recognizing and comprehending figurative language. Making inferences and draw conclusions. | | | |
| 2.02 Use text for a variety of functions, including literary, informational, and practical. | | | |
| 2.03 Read expository materials for answers to specific questions. | | | |
| 2.04 Pose possible how, why, and what if questions to understand and/or interpret text. | | | |
| 2.05 Self-monitor own difficulties in comprehending independently using several strategies. | | | |
| 2.06 Recall main idea, facts and details from a text. | | | |
| 2.07 Discuss similarities and differences in events, characters and concepts within and across texts. | | | |
| 2.08 Interpret information from diagrams, charts, and maps. | | | |
| Extended Standard: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed • Make connections between ideas and text • Demonstrate awareness of variety of texts • Participates before, during, and after-reading/listening/viewing activities • Derive meaning from visual representations | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> • Make connections between ideas and text. • Demonstrate understanding of variety of text. • Participate before, during, and after reading/listening/viewing activities. • Derive meaning from visual representations. | | <ul style="list-style-type: none"> • Demonstrate knowledge of different forms of text. • Respond to oral-graphic directions. • Participate in comprehension activities on text that is read, heard, or viewed. • Demonstrate knowledge of simple symbol/written instructions. • Participate in comprehension activities on text. | |
| | | Pre-symbolic Access Points | |
| | | <ul style="list-style-type: none"> • Demonstrate awareness of and/or response to an object representing a familiar event or activity within a literacy context. • Physically interact/ explore text. • Demonstrate awareness of and/or response to a repeated event within a literacy context. • Demonstrate an anticipatory response to an object, prompt, or event within a specific literacy context. | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 2, Comp 2 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|--|---|--|
| <ul style="list-style-type: none"> • Identify picture word cards that demonstrate word meaning ('in,' – picture of cat in a box, etc.) • Make choices for preferred activity when given PCS or written word for options. • After viewing/hearing a story on tape or computer, find a matching story in print • Use symbols, words or verbalizations to predict topic of story from cover. • Fill in missing word or phrase at end of <u>novel</u> story, poem, or song. • Given a question from teacher during story about preference or judgment (do you like this character, what do you like about this character, etc.), provide a descriptive response • When discussing text, characters, or events, explain personal preference (Why I like a character, event, story, etc.) • Identify characters from a story when given 1-2 correct choices and up to 3 distractors. • Complete a 2-3 step activity when given a picture or word sequence | <ul style="list-style-type: none"> • Match pictures to line drawings. • Use objects, photos, pictures and symbols to move to correct area within the classroom. • When given pictures from a story just read and distractor pictures indicate which pictures are from the story. • Complete task when given visual directions (photos, pictures, symbols) • Use a picture or photo to retrieve an item from an array (given a picture, goes to shelf and retrieves the item pictured). • Given visual symbols to represent like and dislike, indicate preferred characters or events • Use a picture or photo to make a transition to a familiar activity or area of the room. • Uses picture to sequence beginning and ending of familiar tasks • Given 5 pictures including 2 distractors and 3 related to the text just read, will select only the pictures related to the story. | <ul style="list-style-type: none"> • When given an object representing a routine activity will look toward, attempt to move to, or anticipate the represented activity, (library, listening center, etc) • Turn pages or indicate need to turn pages for leisure activity. • Use assistive tech strategies or vocalization, gestures to complete repeating lines in familiar stories. • When given objects that represent a specific task, (i.e. pencil for writing, book for reading, crayon for coloring, keyboard) will reach for or look toward related material or begin to make the motion for the activity. • Repeat movement or words in repeated line text, given hesitation at appropriate time by teacher • During predictable daily routine, when given representational object – go to area for that activity (ie: pull-up=go to bathroom, book=class library or story time area, cup=snack table) • Activate a voice output switch to tell the reader to turn the page. • During literacy activity with familiar predictable line repeated story – activate device to “read” the repeated line at the appropriate time. • During a story with a repeated line and appropriate gesture (Jump, Frog, Jump! – raising hands in air as frog jumps) make gesture or physical movement to imitate the repeated line gesture |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

| | | | |
|--|--|--|--|
| Subject: English/Lang Arts | | Grade Level: 2 | |
| Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology. | | | |
| Objectives: | | | |
| 3.01 Use personal experiences and knowledge to interpret written and oral messages. | | | |
| 3.02 Connect and compare information within and across selections (fiction, nonfiction, poetry, and drama) to experience and knowledge. | | | |
| 3.03 Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author's message, connections, topic, key vocabulary, key concepts, text features). | | | |
| 3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, book clubs). | | | |
| 3.05 Locate and discuss examples of an author's use of: Kinds of sentences (declarative, interrogative, exclamatory). Capitalization (titles, dates and days, names of countries). Punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations). Use of paragraphs in texts and their effects on the reader. Genre(s) and specific word choice(s). | | | |
| 3.06 Discuss the effect of an author's choices for nouns, verbs, modifiers and specific vocabulary which help the reader comprehend a narrative or expository text. | | | |
| Extended Standard: The learner will make connections through the use of oral language, written language, and media and technology. • Connects text to self • Connects text to text • Connects text to world • Increase sight-symbol vocabulary • Recognize author's use of conventions/grammar | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> • Connect text to self. • Connect text to text • Connect text to world. • Demonstrate understanding of rules and conventions in written text • Increase sight-symbol vocabulary | | <ul style="list-style-type: none"> • Communicate preference of favorite story, poem, song or book. • Demonstrate knowledge of association between symbol and meaning. • Participate in discussions based on similar texts. • Increase sight-symbol vocabulary. | |
| Pre-symbolic Access Points | | | |
| <ul style="list-style-type: none"> • Demonstrate awareness of and/ or response to text. • Demonstrate preference for preferred text. • Make connections between objects and text. | | | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 2, Comp 3 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|--|---|---|
| <ul style="list-style-type: none"> • Show picture, photo, symbol or tell about a personal event that relates to a story. • Sort characters in familiar text (e.g. animals vs. transportation) using story character objects or pictures • Sort characters from variety of texts (e.g. good guys and bad guys) using story character objects or pictures • Identify or locate common signs/words (restroom, exit, emergency, fire extinguisher, library, etc.) in school environment. • Relate shared personal experience to text (event, attribute, character similarity, setting, etc. – notes “I’ve been to the zoo!” when reading a book about the zoo) • Distinguish personal experience from text, notes differences (“I didn’t see a gorilla!”) • Identify question mark at the end of a question • Define that a question mark means asking for information • Define that a period means the end of a sentence • Define that an exclamation point shows strong feeling (reads a sentence or repeats a sentence with strong feeling) • Identify that a capital letter is used at the beginning of a sentence • Within text, finds a sentence that asks a question, expresses a statement, expresses a statement with strong feeling • Identify common safety signs in school environment. • Sort books by general topic • Use list of items as visual cue to ask for preference. • Match text to common safety signs, 3-5 different signs (ie: stop, go, poison, hot) • Takes class attendance by placing name card beside correct student picture of people in attendance. | <ul style="list-style-type: none"> • Make a choice between 2 or more stories, poems or songs. • Engage in action when shown pictures or symbols of actions and given a verbal prompt • When asked “who is this” will identify a character in a story verbally or by matching to correct story • Match photos of 2-3 students in class to name cards • Convey a message of personal connection to a familiar story • Use photographs, pictures, and symbols to indicate choice for activity. • Indicate the title of a book • Match safety signs picture to picture, 3-5 signs • Indicate 3-5 class members labeled pictures • Match own name card to picture along with 2 other classmates. | <ul style="list-style-type: none"> • Smile, vocalize, move body or visually orient toward source of text (reader, tape or computer) • When it is time to read, indicate between a book and a distractor • Use vocalization, movement or facial expression to show pleasure in hearing or looking at a text. • Given a routine, use associated object to request a specific book, request can be through eye gaze, gesture, or object exchange • Use vocalization, movement or facial expression to show pleasure in hearing or looking at a text. • Use object to request a specific book, request can be through eye gaze, gesture, or object exchange • When presented with picture or photo in book (adapted), matches identical picture to picture in book • Respond to “wait” or “stop” symbol paired with verbal request. • Eye gaze/ gesture/ point to own picture with name label, choice of two. |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

Subject: English/Lang Arts

Grade Level: 2

Competency Goal 4: The learner will apply strategies and skills to create oral, written and visual texts.

Objectives:

- 4.01 Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.
- 4.02 Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written and oral communication.
- 4.03 Read aloud with fluency and expression any text appropriate for early independent readers.
- 4.04 Use oral communication to identify, organize, and analyze information.
- 4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.
- 4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).
- 4.07 Compose first drafts using an appropriate writing process: Planning and drafting. Rereading for meaning. Revising to clarify and refine writing with guided discussion.
- 4.08 Write structured, informative presentations and narratives when given help with organization.
- 4.09 Use media and technology to enhance the presentation of information to an audience for a specific purpose.

Extended Standard: The learner will apply strategies and skills to create oral, written, and visual texts • Use expanded vocabulary • Write and/or participate in writing behaviors • Relate information in organized fashion • Explore visual representations

| Symbolic Access Points | Early Symbolic Access Points | Pre-symbolic Access Points |
|--|--|---|
| <ul style="list-style-type: none">• Use new vocabulary and/or symbols.• Write to create a product• Relate information in an organized fashion.• Explore visual representations. | <ul style="list-style-type: none">• Attempt communication using various means.• Engage in storytelling.• Participate in writing behavior to create a product.• Use new vocabulary and/or symbols in familiar routines.• Explore visual representations.• Sequence information | <ul style="list-style-type: none">• Respond to conversations• Write and/or participate in writing behavior to create a product• Initiate a response at an appropriate time within a story |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 2, Comp 4 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|--|--|
| <ul style="list-style-type: none"> • Use words or symbols to describe weather, feelings and events, on request. • After watching teacher, imitate writing of letter • Will write familiar letters as directed • In response to teacher model and direction, sound out and write familiar word • Imitate a live model to draw lines and basic shapes • Select words, photos, pictures or symbols to create a sentence to request a preference or need. • Choose a picture that relates to a specific event or topic. • Collect & create objects that relate to or represent new vocabulary words (bridge – makes clay bridge, collects wood, steel bar, water, toy car, etc.) • Create a collage that illustrates multiple aspects of new vocabulary words • Will use written words to create text that exemplifies understanding of new vocabulary words • Use a picture dictionary to define new words • Use new vocabulary, words or symbols to create a personal dictionary • Combine words to convey meaning (subject+action, action+object, descriptor+ object, etc.) • Sequence pictures to show order of events (beginning-middle-end, multi-step, etc.) • Sequence words or word/pictures to make a simple sentence. | <ul style="list-style-type: none"> • Repeat a request using additional gestures, symbols or pictures when not understood on first attempt. • Use writing utensil to make distinct lines and circles to “write”. • Use actions or props to act out one or two actions from a story or personal event. • Draw a picture and use verbalizations or symbols to label parts of the picture to retell an event or story • Choose between two describing symbols to include in expressive communication about an object, photo, personal drawing or idea. • Choose pictures or symbols to place in a personal journal about a specific topic. • Collect objects and pictures to represent new vocabulary words (dog – stuffed dog, pictures of dog, drawing of dog, plastic dog, etc.) • Immediately following an activity, indicate like or dislike of the activity to create a product (by placing picture or symbol on a chart, make a mark, etc.) <ul style="list-style-type: none"> ▪ Choose pictures or symbols to place in a personal journal about a specific topic. ▪ Use photos (2-3) to retell a familiar story ▪ Use photos, pictures or symbols to complete a sentence strip to request a preference or need. • Choose 3-4 items to place on a literacy project (‘book about me’) including printed material (name stamp, favorite word card, etc.) • Sequence pictures to show order of events (first-then) • Combine pictures to convey meaning (subject+action, action+object, etc.) | <ul style="list-style-type: none"> • Alert or orient toward speakers when conversation occurs in close proximity. • Use variety of marking tools (marker, crayon, paint brush, finger with paint, stamp, etc), with facilitation, to make marks on writing surface. • Use variety of marking tools (marker, crayon, paint brush, finger with paint, stamp, etc), with facilitation, to make marks on permanent surface • Vocalize or use voice output device to indicate time to turn page or to participate in repetitive line. • Immediately following an activity, indicate like or dislike of the activity to create a product (by placing object/familiar symbol on a chart, etc.) • Using adapted pencil make mark on paper within raised boundary (ie: dried hot glue to represent boundary lines). |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

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| Subject: English/Lang Arts | | Grade Level: 2 | |
| Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively. | | | |
| Objectives: | | | |
| 5.01 Spell correctly using: Previously studied words. Spelling patterns. Analysis of sounds to represent all the sounds in a word in one's own writing. | | | |
| 5.02 Attend to spelling, mechanics, and format for final products in one's own writing. | | | |
| 5.03 Use capitalization, punctuation, and paragraphs in own writing. | | | |
| 5.04 Use the following parts of the sentence: Subject. Predicate. Modifier. | | | |
| 5.05 Use editing to check and confirm correct use of conventions: Complete sentences. Correct word order in sentences. | | | |
| 5.06 Use correctly in written products: Letter formation, lines, and spaces to create readable documents. Plural forms of commonly used nouns. Common, age - appropriate contractions. | | | |
| 5.07 Use legible manuscript handwriting. | | | |
| Extended Standard: The learner will apply grammar and language conventions to communicate effectively. • Use spelling strategies • Use conventions strategies to create a product | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> • Explore spelling strategies (word families, phonics, whole word, etc.). • Practice writing strategies, conventions, editing, and grammar to create a legible product. | | <ul style="list-style-type: none"> • Practice strategies to create a product. • Practice effective communication. • Demonstrate attention to language from communication partner. • Demonstrate knowledge of word order in conveying message. | |
| Pre-symbolic Access Points | | | |
| <ul style="list-style-type: none"> • Demonstrate awareness of writing • Practice strategies to create a product | | | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 2, Comp 5 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|--|--|---|
| <ul style="list-style-type: none"> • Repeat letter sounds in rote pattern • Sequence word or words and pictures to make a simple sentence. | <ul style="list-style-type: none"> • Use template or jig to imitate live model of lines and basic shapes. • Use photos, pictures, symbols or voice output device to get listeners attention before communicating. • Give or receive material from peer when peer calls name and offers material. • Use facial expression, gestures or actions to reflect meaning of speaker (show happiness, sadness, fear, etc) | <ul style="list-style-type: none"> • Orient face toward writing material when physically assisted to engage in writing action. • Tolerate hand over hand assistance to create a permanent written product • Stretch hand or finger outward when ready to make a mark on paper • Select (gaze, points, voice output device, etc.) writing paper when given the choice between writing paper and another unrelated object to express desire to begin writing project. |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student's mode of communication (verbal, eye gaze, switch, picture communication, etc).

| | |
|-----------------------------------|-----------------------|
| Subject: English/Lang Arts | Grade Level: 3 |
|-----------------------------------|-----------------------|

Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

Objectives:

- 1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).
- 1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.
- 1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.
- 1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through: Wide reading. Word study. Listening. Discussion. Book talks. Book clubs. Seminars. Viewing. Role play. Studying author's craft.
- 1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.
- 1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: Increase fluency. Build background knowledge. Extend vocabulary.

Extended Standard: The learner will develop and apply enabling strategies and skills to read and write. • Demonstrate sustained attention to text • Increase sight-symbol vocabulary • Connect experience and text

| Symbolic Access Points | Early Symbolic Access Points | Pre-symbolic Access Points |
|--|---|--|
| <ul style="list-style-type: none"> • Demonstrate understanding of words with similar phonetic patterns. • Demonstrate skills in decoding words (identify root words, prefixes, suffixes). • Demonstrate increased vocabulary. • Describe and connect prior experience to text. • Use simplified word reference materials. | <ul style="list-style-type: none"> • Demonstrate knowledge of the differences among symbols, pictures, and environmental print. • Demonstrate knowledge of the connection of sounds with specific pictures or objects. • Demonstrate knowledge of sight-symbol vocabulary. • Uses graphic symbols with reference to text. • Uses objects, gestures or words to demonstrate connection between text and prior experience. | <ul style="list-style-type: none"> • Initiate variety of reactions to text • Demonstrate awareness of and/or response to sound, rhythm, or pattern within a literacy context • Demonstrate awareness of and/or response to instructional materials in a literacy context • Manipulates, gestures, or vocalizes toward familiar objects to demonstrate connection between prior experience and text |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 3, Comp 1 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|--|---|--|
| <ul style="list-style-type: none"> • Identify similar word patterns within text (rhyming words or words with same beginning sounds, etc.) • Use contextual clues to identify new vocabulary words within text • Identifies new vocabulary words in multiple contexts • Describes personal experiences related to text. • Use picture word dictionary as reference to complete reading activity • Use word wall, personal word reference, etc. to complete reading activity | <ul style="list-style-type: none"> • Selects symbol-picture when related page or picture is displayed in text • Engages in activity that shows comprehension of new vocabulary word in text • When presented with a letter card, points to word on page that begins with that letter • Uses pictures to connect personal experience to text (shows photo of self at beach while looking at text about beach) • Uses picture-word cards (labeled pictures) to identify new vocabulary words in various contexts • Uses a picture dictionary (as few as two pictures) to complete a reading activity • Use a personal picture reference to complete reading activity | <ul style="list-style-type: none"> • Maintain attention to book (orients, follows movement, etc.) when teacher holds up book for class to see • Given physical access to a set of related objects that will later relate to a text, functionally manipulates object or objects. • When presented with a text and associated material (repeated line text about the beach and a beach ball), reaches toward beach ball at repeated line. • When presented with a repeated line text and materials (two objects - beach ball, hairbrush), reaches toward beach ball at repeated line about beach ball in text. • When presented with a repeated line text and two associated materials (beach ball and sand shovel), reaches toward shovel at repeated line about digging in sand vs. repeated line about beach ball • When presented with a text and exact size photo replicas (that represent associated materials), reaches toward photo at repeated line |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student's mode of communication (verbal, eye gaze, switch, picture communication, etc).

| Subject: English/Lang Arts | | Grade Level: 3 | |
|--|--|---|--|
| Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed. | | | |
| Objectives: | | | |
| 2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell). | | | |
| 2.02 Interact with the text before, during, and after reading, listening, or viewing by: Setting a purpose. Previewing the text. Making predictions. Asking questions. Locating information for specific purposes. Making connections. Using story structure and text organization to comprehend. | | | |
| 2.03 Read a variety of texts, including: Fiction (short stories, novels, fantasies, fairy tales, fables). Nonfiction (biographies, letters, articles, procedures and instructions, charts, maps). Poetry (proverbs, riddles, limericks, simple poems). Drama (skits, plays). | | | |
| 2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: Author's purpose. Plot. Conflict. Sequence. Resolution. Lesson and/or message. Main idea and supporting details. Cause and effect. Fact and opinion. Point of view (author and character). Author's use of figurative language (e.g., simile, metaphor, imagery). | | | |
| 2.05 Draw conclusions, make generalizations, and gather support by referencing the text. | | | |
| 2.06 Summarize main idea(s) from written or spoken texts using succinct language. | | | |
| 2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions). | | | |
| 2.08 Listen actively by: Facing the speaker. Making eye contact. Asking questions to clarify the message. Asking questions to gain additional information and ideas. | | | |
| Extended Standard: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed • Interacts with text before/during/after- reading/listening, viewing activities for a variety of purposes • Interacts with a variety of texts • Demonstrate active listening | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> Interact with text before, during, after reading/listening/viewing Responds to activities & discussion to demonstrate understanding of meaning and sequence of text. Demonstrate understanding of elements of text (characters, plot, purpose, conflict, etc.) Identify and use expressions (involving imagery) as related to text Interact with a variety of texts (fiction, nonfiction, poetry) in multiple ways – predict, summarize, draw conclusions, main idea, etc. Engage in questioning/exploration strategies to gather more information about text Identify text that will help with decisions or problem solving | | <ul style="list-style-type: none"> Interact with text before, during, after reading/listening/viewing Interact with variety of texts to predict Interact with variety of texts to identify central points of text. Responds to comprehension activities on text that is read, heard, or viewed. Generate questions related to text Identify text that will provide specific information Demonstrate understanding of elements of text (characters, conflict) | |
| | | Pre-symbolic Access Points | |
| | | <ul style="list-style-type: none"> Demonstrate awareness of and/or response to an object representing a familiar event or activity within a literacy context. Physically interact/ explore variety of texts. Demonstrate awareness of and/or response to a repeated event within a literacy context. Demonstrate awareness of and/or anticipatory response to elements of the text (character). | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 3, Comp 2 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|--|--|
| <ul style="list-style-type: none"> • Answer simple factual questions regarding text • Recount the events of text, not necessarily in sequence • Recount events of text in sequence • Use new vocabulary words from text in various contexts • Use information within text to draw conclusions about characteristics (after listening to “Run, run as fast as you can, you can’t catch me...,” describes gingerbread man as fast) • Relate conclusion derived from text (gingerbread man is fast) to figurative language concepts (simile/metaphor - fast like a bunny, slow as molasses, etc.) • Given background information and a text, will predict what the text is about • Given a familiar text, will predict an alternate outcome • While engaged in reading/listening to text, and presented with a prompt (What do you want to know?, etc.), ask questions to get more information • Follow written information to complete a variety of tasks | <ul style="list-style-type: none"> • Select symbol-picture from display to answer text related question • Follow visual information to complete a variety of tasks • When presented with a question (where is the man with the caps?) and two texts (<u>Caps for Sale</u> vs. <u>The Snowy Day</u>), choose text that will provide answer • After reading a story, choose an object or pictures to indicate main idea • When given a picture symbol (on schedule, on choice board, on reading activity with pictures to add to text, etc.), manipulate symbols to demonstrate comprehension (moves to area portrayed, chooses related picture from choice of three to answer question related to text) • During designated time for leisure activity, use a picture choice board to indicate preferred activity • Use a symbol picture choice board related to text, chooses appropriate picture to add to text | <ul style="list-style-type: none"> • Respond to an object related to the text (<u>The Very Hungry Caterpillar</u>, leaf, pear, candy cake, etc.) • Use associated object to transition to area (uses book to go to library) • Uses associated object to |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

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|-----------------------------------|-----------------------|
| Subject: English/Lang Arts | Grade Level: 3 |
|-----------------------------------|-----------------------|

Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

Objectives:

- 3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: Considering the differences among genres. Relating plot, setting, and characters to own experiences and ideas. Considering main character's point of view. Participating in creative interpretations. Making inferences and drawing conclusions about characters and events. Reflecting on learning, gaining new insights, and identifying areas for further study.
- 3.02 Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text.
- 3.03 Use text and own experiences to verify facts, concepts, and ideas.
- 3.04 Make informed judgments about television productions.
- 3.05 Analyze, compare and contrast printed and visual information (e.g., graphs, charts, maps).
- 3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

Extended Standard: The learner will make connections through the use of oral language, written language, and media and technology. • Connects text to self • Connects text to text • Connects text to world • Examine/ explore visual representations • Explore a variety of information sources

| Symbolic Access Points | Early Symbolic Access Points | Pre-symbolic Access Points |
|---|--|--|
| <ul style="list-style-type: none"> • Explore a variety of information sources. • Demonstrate connections of text to text or text to world. • Demonstrate understanding between fact and fiction in literary context. | <ul style="list-style-type: none"> • Communicate preference for story, poem, song or book. • Demonstrate knowledge of association between symbol and meaning. • Participate in discussions based on similar texts. • Increase sight-symbol vocabulary. • Demonstrate knowledge of similarities in text to real world experiences. | <ul style="list-style-type: none"> • Demonstrate awareness of and/ or response to text. • Demonstrate preference for specific text. • Make connections between objects and text. • Demonstrate response to similarities between texts. |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 3, Comp 3 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|---|--|
| <ul style="list-style-type: none"> • Given choice of snack words, choose snack choice. • Sort a group of picture symbols showing appropriate and inappropriate actions into like piles. • Demonstrate understanding of a variety of attributes, such as heavy/light, fat/thin, rough/smooth, different positions in space, shapes, colors. • Retell and dramatize familiar text in pretend play. • Revisit familiar text using a variety of media, such as pictures, objects, puppets, story boards, communication symbols, peers, etc. • Take role for class and mark who is absent and/or present | <ul style="list-style-type: none"> • Recognize familiar words in text • Communicate a preference • When presented with two books, indicate which one to read. • When presented with cartoon characters for different programs in a computer display, choose a program in which to engage. • When given 2 photo leisure choices, choose preferred activity. • When asked “who is this” will indicate a character in a story. • Comment on a story just read. • Participate in dramatization of stories when provided with realistic props and the sequence of the story. | <ul style="list-style-type: none"> • Make a choice of text to be read/viewed • Socially smile in response to a favorite story, poem, song, symbol or book • When presented with two books demonstrate attention to one. • When teacher reads a book, starts a song, or initiate a computer program will indicate pleasure or displeasure. • Demonstrate attention to photograph outlined in green and paired with an action when teacher demonstrate an appropriate behavior. |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

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|-----------------------------------|-----------------------|
| Subject: English/Lang Arts | Grade Level: 3 |
|-----------------------------------|-----------------------|

Competency Goal 4: The learner will apply strategies and skills to create oral, written and visual texts.

Objectives:

- 4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression.
- 4.02 Use oral and written language to: Present information in a sequenced, logical manner. Discuss. Sustain conversation on a topic. Share information and ideas. Recount or narrate. Answer open-ended questions. Report information on a topic. Explain own learning.
- 4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).
- 4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).
- 4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.
- 4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.
- 4.07 Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).
- 4.08 Focus reflection and revision (with assistance) on target elements by: Clarifying ideas. Adding descriptive words and phrases. Sequencing events and ideas. Combining short, related sentences. Strengthening word choice.
- 4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).
- 4.10 Explore technology as a tool to create a written product.

Extended Standard: The learner will apply strategies and skills to create oral, written, and visual texts • Share written or oral products in a variety of ways • Write and/or participate in writing behaviors • Compose visual representation • Explore technology as a tool to produce a product

| Symbolic Access Points | Early Symbolic Access Points | Pre-symbolic Access Points |
|---|---|--|
| <ul style="list-style-type: none"> • Share written or oral products in a variety of ways. • Write to create a product. • Compose visual representations. • Explore technology as a tool to produce a product. | <ul style="list-style-type: none"> • Attempt communication using various means. • Engage in storytelling. • Participate in writing behavior to create a product. • Use new vocabulary and/or symbols in routines. • Explore visual representations. • Sequence information • Share written, oral, or visual products in a variety of ways. • Demonstrate knowledge in technology to create a product. • Share oral, written, or visual text. | <ul style="list-style-type: none"> • Attend or respond to conversations • Write and/or participate in writing behavior to create a product • Initiate a response at an appropriate time within a story • Share written/oral products in a variety of ways • Demonstrate an awareness in technology to produce a product |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 3, Comp 4 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|---|--|
| <ul style="list-style-type: none"> • Complete a simple sentence by filling in the blank • Activate device at appropriate time in story for sound effect/repeated line • Draw a picture about specified text or illustration • Write first and last name onto paper from a model. • Draw personal information or experiences to include in a personal journal • When given a personalized social story will type it on the computer. • Uses a personal dictionary to create a written product | <ul style="list-style-type: none"> • Select picture of simple spoken word to respond to text read (i.e. horse) • “Write” a simple sentence to create a message • Use different writing utensils to make prewriting strokes on paper to develop signature skills. • When given correct letter stamps, follow a model of name to mark paper to indicate signature • Mark paper with a stamp of letters for name, (correct letters in or out of sequence) to indicate signature • Choose 3 pictures to put in a personal journal. • Use different materials to decorate cover of personal journal. • Choose pictures or communication symbols to create a story. • Choose a symbol to complete a sentence starter • Choose between 2 describing symbols to include in expressive communication about an object, photo, personal drawing or idea. • Write letters of name to indicate self (how many?) | <ul style="list-style-type: none"> • Make a motion toward personal work to ask teacher to print name. • Place a photo of self on work as a signature. • Make mark on paper to develop emerging signature skills. • Stamp within a jig to develop emerging signature skills. • When putting a set number of pictures in a photo or picture journal, indicate finished after the last picture. • Place marks, stamps or glued items within a defined area on paper to complete a final product. • Place an object to complete an object sentence. |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

| | | | |
|--|--|--|--|
| Subject: English/Lang Arts | | Grade Level: 3 | |
| Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively. | | | |
| Objectives: | | | |
| 5.01 Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions). | | | |
| 5.02 Use correct subject/verb agreement. | | | |
| 5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking. | | | |
| 5.04 Compose two or more paragraphs with: Topic sentences. Supporting details. Appropriate, logical sequence. Sufficient elaboration. | | | |
| 5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings). | | | |
| 5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls). | | | |
| 5.07 Edit (with assistance) to use conventions of written language and format. | | | |
| 5.08 Create readable documents with legible handwriting (manuscript and cursive). | | | |
| Extended Standard: The learner will apply grammar and language conventions to communicate effectively. • Use conventions strategies to create a product • Explore a variety of spelling strategies • Produce two thoughts in a logical sequence | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> • Use grammar and language conventions in writing effectively • Explore variety of spelling strategies • Produce multiple thoughts in a logical sequence to communicate effectively • Use strategies and conventions to create a product • Edit or correct product (with assistance) for content or format | | <ul style="list-style-type: none"> • Demonstrate use of one or more conventions in writing • Use strategies to create a product • Create a product with two or more connected thoughts • Incorporate letters (alphabet) into created product | |
| | | Pre-symbolic Access Points | |
| | | <ul style="list-style-type: none"> • Choose at least one element for display on a product • Add written/graphic element to product | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 3, Comp 5 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|---|--|
| <ul style="list-style-type: none"> • Produce letters of name • Put letter cards in order to spell name • Create sequence of objects for meaning • Create a “to-do” list • Use pictures to sequence a functional skill into 2 steps (i.e. first/then: toothpaste/brush) • Deliver a simple message within the classroom. • Use some prepositions in phrases • Ask “wh” questions • When provided with information, use it to answer “wh” questions about a story. • Ask a question related to community instruction topic. • Choose two or more related symbols and place in journal to convey a thought or story with a beginning and end. • Sequence word cards to make a simple sentence and then copy the sentence. • Write sentences following a given sentence pattern • Write sentences varying the sentence pattern. | <ul style="list-style-type: none"> • Use stamps to spell a simple word • Using technology, make 2 food choices for snack or lunch from a menu • Use stamps or letters to spell first name • Place food or leisure items or photographs on a story board to indicate choice. • Call listeners name or get attention before initiating communication. • When asked “what’s your name” presents id card or tells name. • Sort events from a familiar text to demonstrate concept mastery, such as winter/summer. • Choose the final picture or object to complete a sentence, story or journal page. • Choose a symbol to complete a self-generated sentence. • Use symbols to show connection of subject and verb | <ul style="list-style-type: none"> • Place the final photo or object on the paper to indicate completion of the product. • Given two choices of text (could be an object) to put in student generated work, choose preferred text. • Place one object on a story board that relates to a story just read. • Choose personal objects to complete an object sentence. • Place two object on a communication board to indicate food and drink choice |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

| Subject: English/Lang Arts | | Grade Level: 4 | |
|--|--|---|--|
| Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write. | | | |
| Objectives: | | | |
| 1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic). | | | |
| 1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension. | | | |
| 1.03 Identify key words and discover their meanings and relationships through a variety of strategies. | | | |
| 1.04 Increase reading and writing vocabulary through: Wide reading. Word study. Knowledge of homophones, synonyms, antonyms, homonyms. Knowledge of multiple meanings of words. Writing process elements. Writing as a tool for learning. Seminars. Book clubs. Discussions. Examining the author's craft. | | | |
| 1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words. | | | |
| 1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: Increase fluency. Build background knowledge. Expand vocabulary. | | | |
| Extended Standard: The learner will develop and apply enabling strategies and skills to read and write. • Use word-identification strategies • Increase sight-symbol vocabulary • Choose text for exploration | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> • Increase understanding of words with similar phonetic patterns • Continue to increase vocabulary • Demonstrate sustained interaction with text • Continue to demonstrate personal experiences to connect with text | | <ul style="list-style-type: none"> • Demonstrate knowledge of the differences among symbols, pictures, and environmental print • Choose text for exploration • Demonstrate knowledge of the connection of sounds with specific pictures or objects • Increase vocabulary • Demonstrate knowledge of symbol/letter sound • Demonstrate sustained attention to text • Demonstrate knowledge of sight-symbol vocabulary • Demonstrate recognition of symbols • Demonstrate a preference for a variety of texts • Demonstrate an association between symbols and their meaning/function | |
| | | Pre-symbolic Access Points | |
| | | <ul style="list-style-type: none"> • Demonstrate awareness of new and routine vocabulary • Demonstrate awareness of and/or response to text being read aloud • Demonstrate attention to instructional materials in a literacy context • Demonstrate a preference for text | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 4, Comp 1 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|--|---|---|
| <ul style="list-style-type: none"> • Choose between 2 texts of different types (fiction book, magazine, nonfiction book) during independent reading • Highlight the root word • Add selected prefixes and suffixes to change the word • Sort words by word families • Ask for meaning of an unfamiliar word in text • Identify target words in text • Pair vocabulary words with pictures • Identify vocabulary by labeling text related objects/pictures • Demonstrate understanding of new vocabulary by acting out the meaning • Sort words by phonetic patterns and/or sounds • Uses new vocabulary within a conversation | <ul style="list-style-type: none"> • Maintain attention to longer text read aloud • Choose beginning letter of a classmate's first name • Match a variety of letters to their sounds • Follow book on tape with printed text & turn page as appropriate • Match symbols and pictures to environmental print (example: match symbol and photograph of a restaurant to its logo) • Use pictures, photographs, objects, to request items or activities. • When taking attendance, match classmates photographs to names • Choose pictures of items that begin with same sound as first name when shown picture and word together. • Work front to back and top to bottom to match exact pictures in an adapted book. • Give correct picture or object after teacher reads and shows matching word. • Independently select and engage with forms of written text during leisure time (magazine, book, adapted book, book on tape, computer • Categorize pictures/symbols/environmental text • Given key words from text, match words to identical words • Match pictures for descriptive words to pictures in adapted book. | <ul style="list-style-type: none"> • Indicate choice when shown two books. • Initiate activation of electronic book • Orient body/face toward the reader during a literacy activity for increasing time intervals. • Using a textured letter and a distractor, indicate first letter of their name • Indicate object associated with target vocabulary |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc). Highlight, circle underline text.

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student's mode of communication (verbal, eye gaze, switch, picture communication, etc).

| | | | |
|--|--|---|--|
| Subject: English/Lang Arts | | Grade Level: 4 | |
| Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed. | | | |
| Objectives: | | | |
| 2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question). | | | |
| 2.02 Interact with the text before, during, and after reading, listening, and viewing by: Setting a purpose using prior knowledge and text information. Making predictions. Formulating questions. Locating relevant information. Making connections with previous experiences, information, and ideas. | | | |
| 2.03 Read a variety of texts, including: Fiction (legends, novels, folklore, science fiction). Nonfiction (autobiographies, informational books, diaries, journals). Poetry (concrete, haiku). Drama (skits, plays). | | | |
| 2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: Plot. Theme. Main idea and supporting details. Author's choice of words. Mood. Author's use of figurative language. | | | |
| 2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text. | | | |
| 2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas. | | | |
| 2.07 Determine usefulness of information and ideas consistent with purpose. | | | |
| 2.08 Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources. | | | |
| 2.09 Listen actively by: Asking questions. Paraphrasing what was said. Interpreting speaker's verbal and non-verbal messages. Interpreting speaker's purposes and/or intent. | | | |
| Extended Standard: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed • Interacts with text before/during/after- reading/listening, viewing activities for a variety of purposes • Interacts with a variety of texts • Demonstrate active listening skills | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> Interact with text before, during, after reading/listening/viewing text Read for a variety of purposes Demonstrate understanding of different forms of text | | <ul style="list-style-type: none"> Interact with text before, during, after reading/listening/viewing text Read for a variety of purposes Demonstrate knowledge of different forms of text Respond to written/oral/symbolic directions Participate in comprehension activities on text that is read, heard, or viewed. | |
| | | Pre-symbolic Access Points | |
| | | <ul style="list-style-type: none"> Demonstrate awareness of and/or response to an object representing a familiar event or activity within a literacy context Interact with /explore text Demonstrate awareness of and/or response for a repeated event within a literacy context Demonstrate an anticipatory response to an object, prompt, or event within a specific literacy context | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 4, Comp 2 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|--|---|
| <ul style="list-style-type: none"> • Read a repeated line in a story • Answer “who, what, where, when” literal questions of story • Identify plot in story • Retell story including 3-5 details • Identify the theme or message in text • Identify/interpret the conflict and resolution in the story • Identify why the author wrote the text • Identify meaning of idioms or other figurative language (“Ants in your pants” means your having trouble sitting still.) • Predict what might happen in a story as it is read • Sequence 3-5 pictures representing text in order of first, next and last. • Locate appropriate text for situation: menu in restaurant, books in library, bus schedule in community, open/closed sign at store. • Sort books by topic or genre (fact vs. fiction) • Follow written directions to complete a task that involves 1-2 areas of the classroom • Use a written list or pictures to select items to put on a food (pizza toppings, ice cream topping, ingredients in salad) • Match the correct source to the requested information; yellow pages to “where is the Pizza delivery number”- sale paper for “How much is a box of Cheerios”- menu to “How much is a taco”, etc. | <ul style="list-style-type: none"> • Indicate main character of story • Match pictures of books to pictures of the topics (cover of music magazine to picture of guitar, drum, etc.) • Complete a new activity with 3-step visual text • When given picture directions, gather materials needed to complete an activity • Select pictures showing answers to questions about text. • Indicate words in text that begin with same letter as own first name. • Follow a picture or photo daily schedule • When presented with 2 symbols and the cover of a text, predict the topic of the book by choosing the corresponding symbol • Sequence 3 pictures related to text | <ul style="list-style-type: none"> • Given an object schedule, demonstrate comprehension of the next activity by choosing the corresponding object • Turn pages or indicate desire for page to be turned. • Use voice output device, vocalization or body movement to attempt participation in a repeated event in story or song. • Indicate preference for characters or events in story • Given an object and a distractor, choose the object corresponding to the text read aloud |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

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|-----------------------------------|-----------------------|
| Subject: English/Lang Arts | Grade Level: 4 |
|-----------------------------------|-----------------------|

Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

Objectives:

- 3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: Analyzing the impact of authors' word choice and context. Examining the reasons for characters' actions. Identifying and examining characters' motives. Considering a situation or problem from different characters' points of view. Analyzing differences among genres. Making inferences and drawing conclusions about characters, events and themes.
- 3.02 Analyze characters, events, and plots within and between selections and cite supporting evidence.
- 3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.
- 3.04 Make informed judgments about television and film/video productions.
- 3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.
- 3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

Extended Standard: The learner will make connections through the use of oral language, written language, and media and technology. • Connects text to text • Connects text to world • Examine and use visual representations • Explore a variety of information sources

| Symbolic Access Points | Early Symbolic Access Points | Pre-symbolic Access Points |
|---|--|--|
| <ul style="list-style-type: none"> • Connect text to text • Connect text to world • Examine and use visual representations • Explore a variety of informational sources | <ul style="list-style-type: none"> • Demonstrate knowledge of association between text • Participate in discussions based on similar texts • Demonstrate knowledge of similarities between text and real world experiences • Explore/examine informational sources | <ul style="list-style-type: none"> • Demonstrate awareness of and/ or response to text • Make connections between objects and text • Demonstrate response to similarities between texts |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 4, Comp 3 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|---|--|
| <ul style="list-style-type: none"> • Use pictures from within text to identify additional information related to text (picture shows snow on the ground, identify that it is cold in the story) • Given 2 pictures portraying endings about the story, identify alternate or plausible ending • Justify alternate ending with a fact from the story • Describe the character in the story • Justify reasons for character actions and text events • Use a venn diagram to compare a character to a familiar person • Identify relationships between setting and events in a story (beach setting/hurricane) • Identify relationship between characters (Charlotte/Wilbur in Charlotte's Web) • Given a topic and 3 potential resources, identify which resource can be used to get more information • Create a graph/chart of classmates preferences about characters • Given a map of the story setting, draw a line to show the path the character took (show sequence of events) | <ul style="list-style-type: none"> • Given a topic, choose 2 different sources that address same topic (Newspaper and magazine or book and brochure) • After reading a text about a topic, choose different text on same topic • Match simple symbols with appropriate representations of function (empty tissue roll to picture of bathroom) • Use pictures or symbols to indicate cause of character's actions in text (Ran because the dog was chasing him) • Use symbols or photos of actions to answer why questions ("Why is the character pouring water on the fire?") • Choose items from picture menu when asked "What do you want?" • Use picture, photos or symbols to participate in gathering information on a given topic • Create a graph/chart of classmates preferences about characters (Happy face/ like story, sad face/ dislike story) | <ul style="list-style-type: none"> • Given 2 adapted texts on similar topic, choose between a related item and a distractor to indicate topic of texts (Insect book and magazine about insects) • Indicate preference about book (like/dislike) to be placed on a graph • Given a single-textured adapted book, touch pages when being read to, at the completion of story indicate object with similar texture • Given a multi-textured adapted book, touch pages when being read to, select a favorite textured page |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student's mode of communication (verbal, eye gaze, switch, picture communication, etc).

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| Subject: English/Lang Arts | Grade Level: 4 |
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Competency Goal 4: The learner will apply strategies and skills to create oral, written and visual texts.

Objectives:

- 4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.
- 4.02 Use oral and written language to: Present information and ideas in a clear, concise manner. Discuss. Interview. Solve problems. Make decisions.
- 4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.
- 4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).
- 4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).
- 4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.
- 4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).
- 4.08 Focus revision on a specific element such as: Word choice. Sequence of events and ideas. Transitional words. Sentence patterns.
- 4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).
- 4.10 Use technology as a tool to gather, organize, and present information.

Extended Standard: The learner will apply strategies and skills to create oral, written, and visual texts • Share written or oral products in a variety of ways • Participate in pre-writing activities • Write and/or participate in writing behaviors • Share self-selected texts • Use technology as a tool in preparing a product

| Symbolic Access Points | Early Symbolic Access Points | Pre-symbolic Access Points |
|---|--|--|
| <ul style="list-style-type: none"> • Demonstrate, implement, and share the writing process • Use technology to create a product | <ul style="list-style-type: none"> • Engage in storytelling in literacy product • Write and/or participate in writing behavior to create a product • Use new vocabulary and/or symbols in literacy product • Use visual representations to tell a story • Relay information sequentially in literacy product • Share written, oral, or visual products in a variety of ways • Use technology to create a product • Create personal oral, written, or visual text | <ul style="list-style-type: none"> • Write and/or participate in writing behavior to create a product • Initiate a response at an appropriate time within a story • Share written/oral products in a variety of ways • Use technology to produce a product |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 4, Comp 4 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|--|---|---|
| <ul style="list-style-type: none"> • Arrange scrambled word cards into a sentence • Organize two sentences into a sequence which makes sense • Draw a simple picture then “write” about the picture and retell on request. • Choose from a word bank to create sentences • Use computer to generate a literacy project • Share literacy project with classmates • Sequence labeled pictures to tell a story and write story using the words | <ul style="list-style-type: none"> • Create a story using a sentence frame and a picture bank (“I like..., I feel..., I want...”) • Select 2-3 pictures to “re-write” a story which was read aloud • Use photo or pictures sentence strip to request activities or items. • Add pictures or photos to a communication log to convey information about the day • Use communication log to share information about day • Circle/highlight/mark 2-3 picture/photo to convey information about the day • Choose pictures or symbols to create a story or retell an event. • Use name and date stamp in designated area • Use descriptive words (photos or symbols) to label pictures or objects within a literacy project. • Use visual sequence cards to tell how to complete a routine 2-3 step task. • Demonstrate the action or choose the correct picture symbol for the missing action word in a sentence. • Use picture bank in computer to create a sentence/ story | <ul style="list-style-type: none"> • Use voice output device to gain attention before sharing about literacy product • Use a voice output device to share information when conversation occurs • Grasp or attempt to grasp stamp/ when it is placed in hand to create literacy product • Choose between 2 voice output devices to complete repeated line • When given 2 choices and asked specific questions about self (what color is your hair), choose colored marker to be used • Use a switch or touch screen to select content for a literacy product |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

| | | | |
|---|--|---|--|
| Subject: English/Lang Arts | | Grade Level: 4 | |
| Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively. | | | |
| Objectives: | | | |
| 5.01 Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives). | | | |
| 5.02 Demonstrate understanding in speaking and writing by appropriate usage of: Pronouns. Subject/verb agreement. Verb tense consistency. Subject consistency. | | | |
| 5.03 Elaborate information and ideas in writing and speaking by using: Simple and compound sentences. Regular and irregular verbs. Adverbs. Prepositions. Coordinating conjunctions. | | | |
| 5.04 Compose multiple paragraphs with: Topic sentences. Specific, relevant details. Logical progression and movement of ideas. Coherence. Elaboration. Concluding statement related to the topic. | | | |
| 5.05 Use visual (orthography) and meaning-based strategies as primary sources for correct spelling. | | | |
| 5.06 Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources). | | | |
| 5.07 Use established criteria to edit for language conventions and format. | | | |
| 5.08 Demonstrate evidence of language cohesion by: Logical sequence of fiction and nonfiction retells. Time order sequence of events. Sustaining conversations on a topic. | | | |
| 5.09 Create readable documents through legible handwriting (cursive) and/or word processing. | | | |
| Extended Standard: The learner will apply grammar and language conventions to communicate effectively. • Produce multiple thoughts in a logical sequence • Explore spelling resources • Use conventions strategies to create a product • Attends to conventional grammar | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> • Explore spelling resources • Use convention strategies to create a product • Demonstrate understanding of grammar conventions • Produce multiple thoughts in a logical sequence | | <ul style="list-style-type: none"> • Practice strategies to create a product • Practice effective communication • Demonstrate knowledge of grammatical aspects in language • Demonstrate knowledge of differences in language content • Create a product with two or more connected thoughts • Demonstrate use of one or more conventions in writing • Sequence two or more activities | |
| | | Pre-symbolic Access Points | |
| | | <ul style="list-style-type: none"> • Create a product with at least two connected thoughts | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 4, Comp 5 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|--|--|---|
| <ul style="list-style-type: none"> • Sequence activities from individual picture schedule • Given a graphic organizer of story, write 3-4 word sentences • Use capital letter in first word of sentence • Capitalize names of familiar people and places • Use a word wall or word bank to correctly write 3-4 word sentences • Spell 20-50 frequently used words correctly • Choose two or more pictures or communication symbols that relate to one another to complete a story. • Given 3 punctuation marks, circle correct punctuation for sentence • Create a personal dictionary of frequently used words | <ul style="list-style-type: none"> • Choose between upper/lower case letters to spell name • Type letters of first and last name. • Gain listeners attention before attempting communication (raise hand, tap on shoulder, voice output device saying “Excuse me”). • Select photographs or symbols to tell who and where about a school activity. • Choose pictures to tell first and last event of personal experience. • When asked to get more than 1 item (Get the books), hand the teacher 2 or more items | <ul style="list-style-type: none"> • Indicate through facial expression or vocalization to complete sentence starter “I feel _____” indicate to teacher to put happy or sad face next to photograph. • Create a communication dictionary with photographs of the student demonstrating happy, sad, yes, no, etc. • Choose pictures to be included in a conversation book to be shared with peers/ teachers/ familiar people (picture of students dog with sentence under it saying “This is my dog Sandy. Do you have a dog?”) |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

| Subject: English/Lang Arts | | Grade Level: 5 | | | |
|---|--|--|--|--|--|
| Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write. | | | | | |
| Objectives: | | | | | |
| 1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension. | | | | | |
| 1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension. | | | | | |
| 1.03 Increase reading and writing vocabulary through: Wide reading. Word study. Word reference materials. Content area study. Writing process elements. Writing as a tool. Debate. Discussions. Seminars. Examining the author's craft. | | | | | |
| 1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words. | | | | | |
| 1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: Increase fluency. Build background knowledge. Expand and refine vocabulary. | | | | | |
| Extended Standard: The learner will develop and apply enabling strategies and skills to read and write. • Expand and refine vocabulary • Choose text for exploration • Demonstrate awareness of key words in text | | | | | |
| Symbolic Access Points | | Early Symbolic Access Points | | | |
| <ul style="list-style-type: none"> • Demonstrate understanding of letters and their sounds • Respond to common words/phrases or sentences • Create common words/phrases or simple sentences • Continue to increase vocabulary | | <ul style="list-style-type: none"> • Demonstrate attention to the reader • Demonstrate knowledge of the differences among symbols, pictures, and environmental print • Chose text for exploration • Demonstrate knowledge of the connection of sounds with specific pictures or objects • Increase vocabulary • Demonstrate attention to text • Demonstrate knowledge of symbol/letter sound • Demonstrate sustained attention to text • Demonstrate knowledge of sight-symbol vocabulary • Demonstrate recognition of graphic symbols • Demonstrate a preference for a variety of text • Demonstrate an association between graphic symbols and their meaning/function • Demonstrate knowledge for key words in text • Expand and refine vocabulary | | <ul style="list-style-type: none"> • Demonstrate awareness of and/or response to being read to • Demonstrate awareness of and/or response to changes in sounds within a literacy context • Demonstrate awareness of and/or response to change in elements of verbal/non-verbal communication within a literacy context • Demonstrate awareness of and/or response to sound, rhythm, or pattern within a literacy context • Demonstrate awareness of and/or response to instructional materials in a literacy context • Demonstrate a preference for text | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, throctation of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 5, Comp 1 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|--|--|---|
| <ul style="list-style-type: none"> • Sustain reading of electronic book • Choose pictures that represents actions in a story • Write simple sentence using pictures or words • Identify correct sound for requested letters. • Follow two-three step directions • Create simple sentences describing pictures. • Use adjectives, adverbs and positional words to describe objects, pictures or people in school environment. • Create a 20 word/picture dictionary • Use target vocabulary from text to answer questions from text • Retell a story using 5-7 complete sentences | <ul style="list-style-type: none"> • Choose picture which matches action to actor from text read aloud (dog/ran; boy/cried) • Indicate action words read in text (hold up picture of boy running while appropriate passage is read in story) • Write simple sentence using pictures or words • Orient body or face or eye gaze toward reader. • Sort or match symbols, pictures and examples or environmental print (same to same). • Select text form and turn pages to view contents. • Point to correct photograph or picture after hearing environmental sound. • Use combination of nouns and action word pictures to request wants and needs. • Visually orient toward printed text as teacher indicates text while reading. • Sort pictures by initial letter sound. • Visually orient toward printed text as teacher indicates text while reading, for up to 3 minutes. • When shown pictures of action words, engage in the action when given a model and prompting. • Locate name in environment when paired with color cues and photo of self. • Demonstrate consistent willingness to choose more than one type of text to engage with during leisure activities (book, magazine, tapes, computer). • Match common survival signs to photographs of actual places (exit, bathroom, trash) • Locate correct place to put name on papers by finding word name. • Choose a word from picture/word dictionary to complete a sentence • Use picture/word vocabulary cards to answer 3-4 questions from text • Retell an activity student has participated in using 2-3 complete sentences • Use pictures to answer who, what, and where questions about an actual event | <ul style="list-style-type: none"> • Use eye gaze, movement, voice output or gesture to choose between two texts. • Choose book-on-tape from field of 2 • Listen to book-on-tape during independent reading • Hold book for teacher/peer to read using adaptation (if needed) • Turn pages in adapted book or indicate need to turn page |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student's mode of communication (verbal, eye gaze, switch, picture communication, etc).

| | |
|-----------------------------------|-----------------------|
| Subject: English/Lang Arts | Grade Level: 5 |
|-----------------------------------|-----------------------|

Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

Objectives:

- 2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).
- 2.02 Interact with the text before, during, and after reading, listening, and viewing by: Making predictions. Formulating questions. Supporting answers from textual information, previous experience, and/or other sources. Drawing on personal, literary, and cultural understandings. Seeking additional information. Making connections with previous experiences, information, and ideas.
- 2.03 Read a variety of texts, such as: Fiction (tall tales, myths). Nonfiction (books of true experience, newspaper and magazine articles, schedules). Poetry (narrative, lyric, and cinquains). Drama (plays and skits).
- 2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the: Plot development. Author's choice of words. Effectiveness of figurative language (e.g., personification, flashback). Tone.
- 2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).
- 2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).
- 2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.
- 2.08 Explain and evaluate relationships that are: Causal. Hierarchical. Temporal. Problem-solution.
- 2.09 Listen actively and critically by: Asking questions. Delving deeper into the topic. Elaborating on the information and ideas presented. Evaluating information and ideas. Making inferences and drawing conclusions. Making judgments.
- 2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.

Extended Standard: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed • Interacts with text before/during/after- reading/listening, viewing activities for a variety of purposes • Interacts with a variety of texts • Demonstrate active listening skills • Determine text for specific purpose

| Symbolic Access Points | Early Symbolic Access Points | Pre-symbolic Access Points |
|---|---|---|
| <ul style="list-style-type: none"> • Interact with text before, during, after reading/ listening/viewing activities for a variety of purposes • Interact with a variety of texts • Determine text for specific purpose | <ul style="list-style-type: none"> • Demonstrate knowledge of different forms of text • Respond to oral-graphic directions • Participate in comprehension activities on text that is read, heard, or viewed • Demonstrate knowledge of simple symbol/written instructions • Participate in comprehension activities on text • Demonstrate ability to indicate some aspect of text • Participate in comprehension activities on text • Demonstrate through choice the ability to choose main idea and make predictions | <ul style="list-style-type: none"> • Demonstrate awareness of and/or response to an object representing a familiar event or activity within a literacy context • Physically interact/explore text • Demonstrate awareness of and/or response to a repeated event within a literacy context • Demonstrate an anticipatory response to an object, prompt, or event within a specific literacy context • Demonstrate awareness of and/or anticipatory response to some aspect of the text |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 5, Comp 2 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|--|---|
| <ul style="list-style-type: none"> • Identify pictures which answers question asked re: text • Answer what questions re: read aloud text • Locate title of book • Use simple sentences to tell 3 steps in sequence of book • Use a variety of text to find specific information. • When given a list of picture or word questions, “where do you find _____,” match to correct text source. • Raise hand to ask for help • Follow a 8-10 picture/word daily schedule • Choose between a fiction or nonfiction book • Recite 2-3 lines in a play | <ul style="list-style-type: none"> • Indicate front vs. back of a book • Choose picture of main idea from text read aloud • Match photographs or object of common places or events to matching text form (telephone to phone book, restaurant to menu, newsstand to paper, library to book, etc.) • Follow a picture sequence to complete a variety of activities, when paired with verbal directions. • Use pictures to answer who, what and where questions for a story about an actual event. • Follow up to 4 symbol survival signs (stop, wash hands, open, close) • After reading, hearing, or viewing a text, match missing parts of picture from story. • Locate name in print when given a matching card. • Select picture from text that shows an event from the story and select one showing what may happen at end or next. • Follow a 5-6 picture/word daily schedule • Recite 1-2 lines in a play | <ul style="list-style-type: none"> • Touch objects in response to anticipation of repeated event in upcoming read aloud • Turn pages of a book independently • Orient attention or initiate movement toward correct activity when shown object representing a literacy activity. • Turn pages in book (or indicate need to turn page with voice output device) or on computer to view contents of book. • Use vocalization or assistive device to participate in repeated line in song, story or rhyme. • When shown an object or prompt that represents a specific event with look toward or attempt to move or show awareness of upcoming event. • Use movement, gesture, vocalization or eye gaze to indicate anticipation of upcoming event (i.e. beginning to shake as “Pop” approaches in “Pop goes the Weasel). • Follow a 3 object daily schedule • Use VOD to recite a line in a play |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

| Subject: English/Lang Arts | | Grade Level: 5 | |
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| Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology. | | | |
| Objectives: | | | |
| 3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: Analyzing word choice and content. Examining reasons for a character's actions, taking into account the situation and basic motivation of the character. Creating and presenting a product that effectively demonstrates a personal response to a selection or experience. Examining alternative perspectives. Evaluating the differences among genres. Examining relationships among characters. Making and evaluating inferences and conclusions about characters, events, and themes. | | | |
| 3.02 Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message. | | | |
| 3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s). | | | |
| 3.04 Make informed judgments about television, radio, video/film productions, other electronic mediums and/or print formats. | | | |
| 3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts. | | | |
| 3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks). | | | |
| 3.07 Make informed judgments about: Bias. Propaganda. Stereotyping. Media techniques. | | | |
| Extended Standard: The learner will make connections through the use of oral language, written language, and media and technology. • Connects text to text • Connects text to world • Examine and determine purpose of a variety of media • Uses a variety of information sources | | | |
| Symbolic Access Points | | Early Symbolic Access Points | |
| <ul style="list-style-type: none"> • Connect text to text • Connect text to world • Examine and determine purpose of a variety of media • Use a variety of informational sources | | <ul style="list-style-type: none"> • Communicate preference for favorite story, poem, song or book. • Demonstrate knowledge of association between symbol and meaning • Participate in discussions based on similar texts • Increase sight-symbol vocabulary • Demonstrate knowledge of similarities in text to real world experiences • Explore/examine and/or use informational sources | |
| | | Pre-symbolic Access Points | |
| | | <ul style="list-style-type: none"> • Demonstrate awareness of and/ or response to text • Demonstrate preference for preferred text • Make connections between objects and text • Demonstrate response to similarities between texts • Demonstrate awareness of connection between texts and personal world | |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 5, Comp 3 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|--|--|
| <ul style="list-style-type: none"> • Identify emotion read about in a story • Identify 10 new vocabulary items based on book read aloud • Choose picture that represents context of book read (book about lions to picture of class at zoo) • Identify 2 sources which give information about a specified subject • Match words to environmental icon (word McDonalds to picture of logo) • Tell a story with similar characters, plot or events on request. • Tell about a personal event similar to text on request. • Look at media type and match to picture or description of use. • Use cook book, phone book, sale paper, etc. to locate requested information. • Identify two sources using pictures which give information about specific event • Identify the emotion read in a text using pictures • Highlight or point to target section of a newspaper | <ul style="list-style-type: none"> • Match picture to picture in a story • Place photo of self on picture or symbol for a desired activity. • Match symbols to photographs. • During group activities, sort pictures of characters, etc according to criteria given (animals, colors, people, etc.) • Use common symbols to complete routine sequence (hand washing, toileting, etc.) • Match cover of book about event to photos of personal experience (“Little Engine that Could” to picture of trip to train depot.) • Match pictures (adapted book style) on adapted menus, phone books, magazines. • After reading 3-4 texts, will sort pictures of characters, etc. according to criteria given | <ul style="list-style-type: none"> • When object, event or person is labeled in text, alter eye gaze toward the object, etc. • After student has learned a response to a text (repeated line, rhythm or pattern), continue response upon hearing a parody of familiar text. • Look toward realistic objects or actual objects when they are mentioned in text. (when reading about snow on the grass, will look out window to the ground) • When object is labeled in text will identify object when presented with a distractor |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).

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| Subject: English/Lang Arts | Grade Level: 5 |
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Competency Goal 4: The learner will apply strategies and skills to create oral, written and visual texts.

Objectives:

- 4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.
- 4.02 Use oral and written language to: Formulate hypotheses. Evaluate information and ideas. Present and support arguments. Influence the thinking of others.
- 4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.
- 4.04 Select a self-evaluated composition for publication and justify rationale for selection.
- 4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.
- 4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.
- 4.07 Compose a variety of fiction, nonfiction, poetry, and drama using selfselected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).
- 4.08 Focus revision on target elements by: Improving word choice. Rearranging text for clarity. Creating simple and/or complex sentences for clarity or impact. Developing a lead, characters, or mood.
- 4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).
- 4.10 Use technology as a tool to enhance and/or publish a product..

Extended Standard: The learner will apply strategies and skills to create oral, written, and visual texts • Demonstrate self-determination skills through a product • Participate in pre and post-writing activities • Write and/or participate in writing behaviors • Use technology to produce a product

| Symbolic Access Points | Early Symbolic Access Points | Pre-symbolic Access Points |
|---|--|---|
| <ul style="list-style-type: none"> • Demonstrate, implement, and share the writing process • Use technology to create a product • Demonstrate understanding through participation in post writing activities | <ul style="list-style-type: none"> • Attempt communication using various means • Write and/or participate in writing behavior • Engage in storytelling • Write and/or participate in writing behavior to create a product • Use new vocabulary and/or symbols • Explore visual representations • Relay information in an organized fashion • Share written, oral, or visual products in a variety of ways • Use technology to create a product • Create personal oral, written, or visual text • Use products to self-advocate and make choices | <ul style="list-style-type: none"> • Attend or respond to conversations • Write and/or participate in writing behavior • Write and/or participate in writing behavior to create a product • Initiating a response at an appropriate time within a story • Share written/oral products in a variety of ways • Use technology to produce a product • Select tools to produce a product |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 5, Comp 4 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|--|--|---|
| <ul style="list-style-type: none"> • Color in a specified area to create an appropriate illustration to a story • Answer a simple conversational question (How are you today?) • Draw and label a picture relating to a story read aloud • Sequence 4 sentences to make sense • Use pre-drawn graphic organizer to plan story about personal event and write a simple sentence for each part of the organizer. • Type simple sentences on computer and print independently. • Read own story to another person. • Read own picture/word story to class • Read own picture/word story to another person • Use pictures/word to retell 4-5 events from the day | <ul style="list-style-type: none"> • Relay a multi-step sequence (I like _____. Which do you like?) • Engage in storytelling by selecting at least 3 objects/pictures to be used to re-tell a story • Trace letters of first name • Use gestures, vocalizations, etc to supplement communication during communication breakdown. • Demonstrate ability to keep marks in confined boundary (on paper, white board, etc) • Use realistic prop to act out one scene from a familiar story. • Use jig or trace first and last name. • Use symbols for social pleasantries (hello, good-bye, thank-you, please) • Match photos to symbols. • Tell or indicate first and last name in sequence. • Indicate self in a variety of ways to show ownership of work when displayed to group. • Locate highlighted print button to access printer. • Select photos or pictures to place in a personal journal. • Select pictures to place in journal to show likes and dislikes in a category • Write a story using pictures (4-5 sentences) • Use a prop to act out one scene from a familiar story • Use pictures to retell 2-3 events from the day • Select a picture to select a topic to write about • Use pictures to complete 3-4 sentences about chosen topic | <ul style="list-style-type: none"> • Use vocalization, eye gaze, assistive device or gesture to indicate missing word or phrase in a familiar text. • Use assistive device, eye gaze, gesture or vocalization to label personal work. • Alert to conversation that occurs in close proximity • Use assistive device to activate printer to print out literacy product • Select an object for topic to literacy project |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student's mode of communication (verbal, eye gaze, switch, picture communication, etc).

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|-----------------------------------|-----------------------|
| Subject: English/Lang Arts | Grade Level: 5 |
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Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.

Objectives:

- 5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).
- 5.02 Demonstrate understanding in speaking and writing by using: Troublesome verbs. Nominative, objective, and possessive pronouns.
- 5.03 Elaborate information and ideas in speaking and writing by using: Prepositional phrases. Transitions. Coordinating and/or subordinating conjunctions.
- 5.04 Determine the impact of word choice on written and spoken language.
- 5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.
- 5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.
- 5.07 Edit final product for grammar, language conventions, and format.
- 5.08 Create readable documents through legible handwriting (cursive) and word processing.

Extended Standard: The learner will apply grammar and language conventions to communicate effectively. • Attends to conventional grammar • Explore/use spelling resources • Use conventions strategies to create a product • Explore communication style

| Symbolic Access Points | Early Symbolic Access Points | Pre-symbolic Access Points |
|---|---|---|
| <ul style="list-style-type: none"> • Use inventive and conventional spelling • Use convention strategies to create a product • Demonstrate understanding of grammar conventions • Produce multiple thoughts in a logical sequence | <ul style="list-style-type: none"> • Practice strategies to create a product • Practice effective communication • Demonstrate attention to language from communication partner • Demonstrate knowledge of differences in language content • Create a product with two or more connected thoughts • Demonstrate use of one or more conventions in writing • Sequence two or more activities | <ul style="list-style-type: none"> • Explore and use different communication strategies and styles |

Communicate or Demonstrate Understanding: At this level, the student is actively demonstrating understanding of the concept through actions or words. The student manipulates materials with a understanding of properties. The student will use the concept with familiar materials and situations and begins to apply the concept in a new situation.

Demonstrate Knowledge: Demonstrating knowledge requires active and functional manipulation of the materials. Does the student demonstrate the ability to predict an action or to connect related objects or materials through a concept? Demonstrating knowledge implies acting with some knowledge of a concept.

Demonstrate Awareness: Demonstrating awareness through repeated exposure to materials and their use at a functional level, does the student demonstrate familiarity or expectation of a specific result with the materials through eye gaze and attention, to action of a specific result with the materials through eye gaze and attention, through movements, or through expression?

| Grade 5, Comp 5 Symbolic Demonstrators | Early Symbolic Demonstrators | Pre-Symbolic Demonstrators |
|---|--|--|
| <ul style="list-style-type: none"> • Sequence 4 activities from a picture schedule • Ask someone else a question and make an appropriate response to their answer • Create a list needed to complete a specified task • Capitalize the first word in sentence in writing sample • Alphabetize 8 of 10 letters by first letter • Create a simple story using inventive and conventional spelling. • Use capital letters at the beginning of sentences and some form of punctuation at the end. • Write 5 simple sentences retelling the events of the day in sequence • Capitalize first word in sentence • Alphabetize 8-10 texts by first letter • Identify capital vs. lower-case letter • Identify end punctuation (period or question mark) | <ul style="list-style-type: none"> • Copy first and last name from a live model. • Use at least 2 levels of communication successfully (objects and pictures, objects and gestures, pictures and verbalizations) on a consistent basis. • Follow 1 step directions or request from a peer. • Reflect the language content in facial expressions when given a model or picture cues. • Select 2 or more photographs/pictures to retell events, not necessarily in sequence. • Select an object or photo representation of a topic to “write” about. • Complete a classroom chore with 2 or more steps in sequence when given left to right material organization or photo sequence • Use punctuation card (period) to punctuate a statement • Use punctuation card (question mark) to punctuate a sentence that is a question | <ul style="list-style-type: none"> • Repeat communication attempt with some variation after communication breakdown |

Identify: The student generates response independently and communicates the response in their mode of communication (verbal, eye gaze, switch, picture communication, etc).

Indicate: The student chooses from an array of responses (concrete objects, pictures, etc) via the student’s mode of communication (verbal, eye gaze, switch, picture communication, etc).