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oklahoma state department of education
special education services
"changing times in special education"

C A R G - A

Curriculum Access Resource Guide-Alternate

An Alternate Approach to Teaching Priority Academic Student Skills (PASS)

Grades Kindergarten through End-of-Instruction

A Message from

State Superintendent

Sandy Garrett

Curriculum Access Resource Guide—Alternate
CARG-A

It is with great pleasure as Oklahoma's State Superintendent of Public Instruction, that I present to you the new Curriculum Access Resource Guide that is aligned to *Priority Academic Student Skills (PASS)* standards for students with disabilities. The Oklahoma State Department of Education, Special Education Services, is always striving to provide curriculum that is challenging and appropriate for our students on Individualized Education Programs (IEPs).

The CARG-A is intended for those students with significant cognitive disabilities.

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KINDERGARTEN

Priority Academic Student Skills

Adapted for

Kindergarten

Mathematics

Young children begin to develop mathematical understanding through experiences with a wide variety of real objects provided in learning centers and practical situations (i.e., blocks, pegs, buttons, cooking). The Major Concepts should be taught in-depth, using a variety of methods to help young children begin developing mathematical understanding through experiences with real objects in learning centers and practical situations.

Standard K.1: Patterns - The student will sort and classify objects and analyze simple patterns.

Extended Academic Indicators (EAIs):

K.1.1 Experience sorting and grouping objects into a set (i.e., color, size, shape).

K.1.2 Experience extending simple patterns using a single specific attribute (i.e., color, patterns, shape patterns).

Classroom Activities:

For all objectives consider technology: computer activities, laser pointer, switches, Big Mack, touch screen, Web sites, interactive whiteboards, etc.

The student:

K.1.1 Sorts items into a set(i.e., into bowls by color, onto color construction paper, by size, by shape).

K.1.2 Uses common items to continue a pattern (blue item/red item, big item/little item).

Standard K.2: Number Sense - The student will understand the relationship between numbers and quantities.

Extended Academic Indicators (EAIs):

K.2.1 Compare a group or set to another group or set, and demonstrate or verbally explain which has more, less, or equivalent quantities.

K.2.2 Pair and count objects using one-to-one correspondence (i.e., one napkin for each child at snack time).

K.2.3 Experience counting (rote) forward to five and/or backward from five.

K.2.4 Experiencing counting objects in a set one-by-one from one through five.

K.2.5 Experience identifying and creating sets of objects zero through five.

K.2.6 Experience writing numerals zero through five, in sequence or in isolation. Children may still be reversing some numerals.

K.2.7 Experience ordinal positions (first through fifth).

K.2.8 Experience combining and removing objects from sets and participate in conversations about the results (i.e., adding objects to a set makes the set larger, subtracting objects from a set makes the set smaller).

Classroom Activities:

For all objectives consider technology: computer activities, laser pointer, switches, Big Mack, touch screen, Web sites, interactive white boards, etc.

The student:

K.2.1 Identifies presented groups as having more/less/equal (water in pitcher/glass, candy in bowls, crayons in boxes, pennies or marbles in a jar, line students up boys vs. girls, whole apple vs. half apple, etc.).

K.2.2 Passes out one napkin for each child at snack time, passes out snacks, hands out papers, etc.

K.2.2 Pairs objects (shoes, mittens, gloves, cup/saucer, spoon/bowl, etc.).

K.2.3 Counts using music/singing/rhythm.

K.2.3 Uses manipulatives (spoons, hair barrettes, fingers to recognize their fingers, blocks, cereal, beans, linking cubes, etc.).

K.2.3 Reads books or books on tape.

K.2.4 Practices counting objects given to student (bears in a bowl, marbles in a jar, blocks, pennies, cubes, abacus, etc.).

K.2.5 Chooses from a container of objects that are the same color, size, and shape, and creates a set.

K.2.5 Matches items to create sets of objects zero through five using a model (number of items on a paper).

K.2.6 Uses hands-on activities (e.g., shaving cream, magnetic letters, hand lotion, pencil, marker, sand/salt trays) gluing objects (e.g., macaroni, string, beans, cheerios) onto the numeral shape, etc.

K.2.6 Uses a calculator or computer to type or touch the number.

K.2.6 Uses a number stamp to stamp the number.

K.2.6 Uses die cut numbers and glues them on paper.

K.2.7 Lines up or sits in specific identified chairs, etc.

K.2.7 Uses pictures to put things in order (i.e., steps to brush teeth, get a drink).

K.2.7 Writes numbers on items/objects (paper dinosaurs, bears, craft sticks, etc.) where student will put in ordinal position.

K.2.7 Matches numbers written on paper or objects.

K.2.7 Uses a visual schedule: First thing in the morning we . . . second, we . . . third, we . . .

K.2.8 Uses manipulatives to create sets of more and less (flash cards 0-5, blocks, marbles, beans, toothbrushes, hair barrettes, silverware, socks, etc.).

K.2.8 Lines up and removes or adds students (count out loud as a group the number of students).

Consider the following responses (anticipate, eye gaze, point, and sign language, etc.).

Standard K.3: Geometry and Spatial Sense - The student will identify common geometric shapes and explore the relationship of objects in the environment.

Extended Academic Indicators (EAIs):

K.3.1 Experience comparing and drawing basic two-dimensional geometric shapes (i.e., circle, square, triangle, rectangles).

K.3.2 Model and experience using words indicating relative position or direction (i.e., students describe the relationships between self and objects in space using on, above, below, beside, under, on top of, behind, and over).

For all objectives consider technology: computer activities, laser pointer, switches, Big Mack, touch screen, Web sites, interactive whiteboards, etc.

The student:

K.3.1 Traces in shaving cream, salt/sand trays, yarn, craft sticks, for kinesthetic experiences.

K.3.1 Shapes puzzles with knobs added to assist with picking up pieces.

K.3.1 Cuts/glues items on a shape (shapes could be precut for students).

K.3.1 Uses large motor skills (e.g., drawing the shape in the air, white board, using a string/yarn to lay it out on the floor, stamping the shape).

K.3.1 Touches and feels different shapes (e.g., sandpaper, fur, slick).

K.3.1 Uses file folder activities .

K.3.2 Models teacher direction (place object in the direction teacher states).

K.3.2 Plays Simon Says game.

K.3.2 Uses folder games, felt board (dog in doghouse, bird in birdhouse, cat up the tree, etc.).

K.3.2 Lines up classmates, places them in specific places (between Sally & Bob, behind John & Joe, etc.).

Consider the following responses (anticipate, eye gaze, point, and sign language).

Standard K.4: Measurement - The student will explore the concepts of nonstandard and standard measurement.

Extended Academic Indicators (EAIs):

K.4.1 Experience measuring objects using nonstandard units of measurement (i.e., pencil, paper clip, block).

K.4.2 Experience comparing objects according to observable attributes (i.e., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).

K.4.3 Experience comparing and ordering objects in graduated order (i.e., shortest to tallest, thin to thickest).

K.4.4 Experience identifying the appropriate instrument used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, year, season), and temperature (thermometer).

K.4.5 Experience telling time on digital and analog clocks to the hour.

K.4.6 Build an awareness of the days of the week and months of the year.

K.4.7 Build an awareness of coins: penny, nickel, dime and quarter.

Classroom Activities:

For all objectives consider technology: computer activities, laser pointer, switches, Big Mack, touch screen, Web sites, interactive whiteboards, etc.

The student:

- K.4.1 Uses craft sticks or straws to measure a specified item.
- K.4.1 Links cubes together to experience measurement.
- K.4.2 Lines students/objects up tallest to shortest.
- K.4.2 Uses manipulatives to compare objects (e.g., blocks, beads, balloons, balls, bowls, stacking toys/games, lids off of containers, food).
- K.4.3 Lines students/objects up shortest to tallest, etc.
- K.4.3 Uses manipulatives (cups: 44 oz., 32 oz., 16 oz., measuring cups, etc.) to place in graduated order.
- K.4.3 Plays with balloons in various shapes.
- K.4.3 Uses markers – broad tip, fine tip; torn pieces of paper; roll play dough to make a snake; paint lines with paintbrushes of various sizes, and uses fat crayons/skinny crayons, etc.
- K.4.4 Matches activities, student selection from presented objects.
- K.4.4 Learns songs and music to learn calendar activities.
- K.4.4 Uses temperature activities to experience warm water/cold water/ice water.
- K.4.4 Keeps a classroom temperature chart using the class thermometer.
- K.4.4 Uses visual schedule activities for yesterday/tomorrow, morning/afternoon, etc.
- K.4.5 Uses activities with actual clocks to manipulate/set the time.
- K.4.5 Uses a Judy clock at a center activity.
- K.4.5 Uses a classroom visual schedule to recognize time associated with classroom activities (10:00 = recess).
- K.4.5 Uses file folder activities matching time to time, analog/digital times, etc.
- K.4.6 Uses calendar time for practice.
- K.4.6 Uses sign language as an activity to learn the days of the week.
- K.4.6 Uses music and singing to learn the days of the week.
- K.4.6 Uses matching activities or file folder games.
- K.4.6 Uses classroom visual schedule to reinforce days of the week.
- K.4.7 Uses matching activities (penny to penny, dime to dime, etc.) or file folder games/activities.

K.4.7 Uses coin stamps or magnetic coins or overhead/visual coins.

K.4.7 Places magnetic strips on coins to use as an activity with a cookie sheet.

K.4.7 Sorts coins.

K.4.7 Use money or fake money at school store.

Standard K.5: Data Analysis - The student will collect and analyze data in a group setting.

Extended Academic Indicators (EAIs):

K.5.1 Experience collecting and participating in classroom discussions about objects and events in the environment.

K.5.2 Experience creating data display or graph (i.e., real object graph, pictorial graphs) and participate in classroom discussions.

Classroom Activities:

For all objectives consider technology: computer activities, laser pointer, switches, Big Mack, touch screen, Web sites, interactive whiteboards, etc.

The student:

K.5.1 Grows beans, then measures and graphs the data as a class.

K.5.1 Discusses the weather and clothing that is needed (calendar time, weather bear, etc.).

K.5.1 Discusses student differences and similarities (shoes that tie, hair color, shirt color, etc.).

K.5.1 Discusses student likes and dislikes (food, favorite places to eat, etc.).

K.5.2 Creates classroom graphs using student data (height, birthday, eye color, hair color, etc.).

K.5.2 Uses manipulatives (jelly beans, blocks, bears, plastic toys, etc.) to graph.

K.5.2 Creates a pictorial graph (hamburgers vs. hot dogs, pizza vs. spaghetti, apples vs. oranges, etc.).

K.5.2 Stamps data, lays blocks on graph, glues on color paper squares, etc.

K.5.2 Uses numbers to create a graph by stamping on the number of birthdays in January, March, etc. Students could also paint data on a pie graph, bar graph, pictorial graph, etc.

Priority Academic Student Skills

Adapted for

Kindergarten

Reading/Literature

The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate and respond to a wide variety of text and literature.

Standard K.1: Print Awareness - The student will understand the characteristics of written language.

Extended Academic Indicators (EAIs):

K.1.1 Holds books correctly.

K.1.2 Identify the front cover and the back cover.

K.1.3 Provide opportunities to view printed materials.

K.1.4 Recognize letters of their first name.

Classroom Activities:

The student:

K.1.1-2 Will be given a book to hold. (Use a variety of book types, i.e., pop-up books, fuzzy books, textured books.)

K.1.3 Will respond (anticipate, eye gaze, vocalize, point) to pictures, objects, or printed materials.

K.1.3 Will be given a book that makes sounds.

K.1.4 Will touch a textured letter of his/her name.

K.1.4 Will respond (anticipate, eye gaze, point . . .) to the letters of his/her name.

Standard K.2: Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (i.e., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.

Extended Academic Indicators (EAIs):

K.2.1 Recognize simple rhyming pairs.

K.2.2 Hears rhythms in spoken words.

K.2.3 Respond to visual or aural stimuli.

K.2.4 React to the sounds of language.

Classroom Activities:

The student:

K.2.1 Will listen to words with similar sounds (i.e., bat, hat, cat).

K.2.3 Will identify a picture of a familiar person when the person's name is spoken (i.e., parents, teacher).

K.2.3 Will listen to a variety of media presentations.

K.2.4 Will utilize headphones, turns to listen and looks at screen.

Standard K.3: Phonics/Decoding - The student will demonstrate the ability to apply sound-symbol relationships.

Extended Academic Indicators (EAIs):

K.3.1 Identify the first letter of their first name.

Classroom Activities:

The student:

K.3.1 Will respond (anticipate, eye gaze, vocalize, point) to name in print.

K.3.1 Will trace first letter of first name using shaving cream, sandpaper, or sand.

Standard K.4: **Vocabulary - The student will develop and expand knowledge of words and word meanings to increase their vocabulary.**

Extended Academic Indicators (EAIs):

K.4.1 Increase personal vocabulary.

K.4.2 Use new vocabulary and language in own speech.

Classroom Activities:

The student:

K.4.1 Will respond (anticipate, eye gaze, vocalize, point) to hearing first name or names of familiar objects.

K.4.1 Will react to the sound of language.

K.4.2 Will attempt to mimic spoken language.

Standard K.5: Fluency - The student will demonstrate the ability to identify words in text.

Extended Academic Indicators (EAIs):

K.5.1 Identify functional symbols.

K.5.2 Recognize their first name in print.

Classroom Activities:

The student:

K.5.1 Will respond (anticipate, eye gaze, point . . .) to a picture or object schedule.

K.5.1 Will begin to react to common safety symbols.

K.5.2 Will respond (anticipate, eye gaze, vocalize, point) to hearing or seeing first name or names of familiar objects.

Standard K.6: Comprehension - The student will associate meaning and understanding with reading.

Extended Academic Indicators (EAIs):

K.6.1 View objects or pictures.

K.6.2 Respond to main idea or events from text.

Classroom Activities:

The student:

K.6.1 Will respond (anticipate, vocalize, point . . .) to a variety of objects and pictures.

K.6.2 Will visually follow a photo sequence to complete an action.

Standard K.7: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.

Extended Academic Indicators (EAIs):

K.7.1 Literary Genre

a. Listen to fiction and nonfiction and discuss the differences in books. Example: Listen to *Tops and Bottoms* (fiction) and *Eating the Alphabet* (nonfiction).

K.7.2 Literary Elements

a. Match pattern, objects, or cards in sequential order.
Example: Given an object student will match like objects.

b. Begin to demonstrate wants and needs.

Classroom activities:

The student:

K.7.1.a Will attend to text using a variety of modalities.

K.7.1.a Will attend to oral reading from beginning to end.

K.7.1.a Will identify favorite book.

K.7.1.a Will identify picture of favorite character.

K.7.2.a Will match real life objects (i.e., fork to fork, ball to ball).

K.7.2.b Will use objects, pictures to make needs know.

K.7.2.b Will use assistive technology to indicate wants and needs.

Standard K.8: Research and Information - The student will conduct research and organize information.

Extended Academic Indicators (EAIs):

K.8.1 Accessing Information - The student will select the best source for a given purpose.

a. Attend to media presentation.

b. Attend to a variety of resources (pictures, video, music, books) on the topic.

c. Locate objects in a simple picture book.

Classroom activities:

The student:

K.8.1.a Will watch favorite video.

K.8.1.b Responds (anticipate, eye gaze, vocalize, point) to pictures in picture book.

Adapted for
Kindergarten

Writing/Grammar/ Usage and Mechanics

The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard K.1: Writing Process - The student will use the writing process to write coherently.

Extended Academic Indicators (EAIs):

K.1.1 Participate in frequent writing opportunities.
Example: Modeled writing, shared writing, journal writing, and interactive writing.

K.1.2 Dictate a story about an event or experience.
Example: Dictate a story about an exciting event.

K.1.3 Read his or her own writing to the group, teacher and/or parent.
Example: May be pictures, attempts at letters, initial consonants, words or phrases.

Classroom activities

The student:

K.1.1 Selects a writing tool (computer, paper, pencil, stamps, etc.).

K.1.1 Uses writing tool to mark on paper.

K.1.1 Traces letters to form their name (i.e., adaptive equipment).

K.1.1 Uses hands-on activities to practice forming letters (i.e., shaving cream, sand).

K.1.1 Uses computer games, stamps, etc., to form letters/words.

K.1.2 Selects teacher provided pictures to provide a beginning and ending to a story.

K.1.2 Attends to a small group dictated writing activity.

K.1.3 Shares final product with one or more people through student selected mode of communication (peer reading, student reading, voice output, computer, story board, etc.).

Standard K.2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.

Extended Academic Indicators (EAIs):

K.2.1 Spelling: Demonstrate the process of representing language by means of a writing system.

a. Recognize that letters have different sounds.
b. Recognize and record some beginning and ending sounds in words.
c. Generate temporary spelling using letters, particularly to represent initial and ending consonant sounds.

Classroom activities

The student:

K.2.1.a Responds to functional one word statements (i.e., first name, drink, potty).

K.2.1.a Uses computer games, songs, etc., to differentiate between sounds.

K.2.1.b Selects beginning and ending word sounds through student-selected/preferred mode of communication (i.e., pictures, stamps, computer, pointer, switch, vocalization).

K.2.1.b Matches pictures/symbols/objects/words to indicate same beginning or ending sounds in words.

K.2.1.c Indicates the spelling of the word spoken by the teacher (magnetic letters, stamps, shaving cream, sand, white boards, etc.).

K.2.1.c Selects the appropriate picture of the functional word spoken by the teacher when given two or more choices (eye gaze, pointing, vocalization, etc.).

Adapted for Kindergarten

Science

Science knowledge is developed through experiences with real animals, plants and objects in the classroom and the environment.

Process Standard K.1: Science Processes and Inquiry - The student will investigate and experiment with objects to discover information.

Extended Academic Indicators (EAIs):

K.1.1 Observe and practice sorting objects according to a common property (e.g., animals, plants, rocks).

K.1.2 Observe and/or participate in simple experiments to discover information (e.g., water play, sand play, block play, sound activities).

Classroom Activities:

The student:

K.1.1 Matches blocks by color or shape.

K.1.1 Sorts common objects by size or shape (large or small, round or square).

K.1.1 Sorts pictures of animals and plants into correct groups by eyegaze, vocalization, hand over hand, or independently.

K.1.2 Stacks blocks by size.

K.1.2 Practices using different textures of paint.

K.1.2 Practices placing small objects in large containers and large objects in small containers.

Standard K.1: Physical - The student will investigate and describe objects that can be sorted in terms of physical properties.

Extended Academic Indicators (EAIs):

K.1.1 Experience and investigate the sensory attributes of taste, smell, hearing, touch, and sight.

K.1.2 Experience and investigate common properties of objects (e.g., weight and texture).

K.1.3 Experience how objects move (e.g., walk, crawl, run, turn, swim, and roll).

Classroom Activities:

The student:

K.1.1 Uses a sensory box or sack to allow students the opportunity to experience various textures.

K.1.1 Experiences tasting sweet and sour foods.

K.1.1 Listens to a tape with loud and soft sounds.

K.1.1 Uses hand instruments to make loud and soft noises.

K.1.2 Uses a water table to show objects that float or sink.

K.1.2 Compares hot and cold temperatures using cold and warm washcloths.

K.1.2 Practices using magnets on classroom objects.

K.1.3 Imitates movements described in a song.

K.1.3 Uses toy trucks in sand tray to model movement.

K.1.3 Rolls a beach ball.

Standard K.2: Life - The student will observe and investigate plants and animals.

Extended Academic Indicators (EAIs):

K.2.1 Observe plant and animal growth.

K.2.2 Observe or experience how animals move (e.g., walk, crawl, hop, fly).

Classroom Activities:

The student:

K.2.1 Plants bean seeds and observes growth.

K.2.1 Observes and feeds fish in an aquarium.

K.2.1 Experiences caring for a class pet.

K.2.1 Incubates eggs and observes chickens hatching.

K.2.1 Takes a nature walk to observe the environment.

K.2.2 Imitates movements of an animal or insect.

K.2.2 Sorts pictures by animals that fly or walk.

K.2.2 Participates in a field trip to the zoo or a farm.

Standard K.3: Earth/Space - The student will investigate and observe the basic concepts of the Earth.

Extended Academic Indicators:

K.3.1 Observe the properties of common earth materials (e.g., soil, rocks, water).

K.3.2 Observe daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).

K.3.3 Practice simple conservation measures used to protect the environment.

Classroom Activities:

The student:

K.3.1 Observes and feels different types of rocks.

K.3.1 Participates in water play and sand play.

K.3.1 Freezes water and observes ice cubes melting.

K.3.2 Reads a weather chart during circle time.

K.3.2 Identifies a picture to represent the daily weather.

K.3.2 Allows students to touch or feel the snow, rain, wind, etc.

K.3.3 Places a recycle box in the classroom.

K.3.3 Picks up trash in the classroom.

K.3.3 Turns off the lights when leaving the classroom.

K.3.3 Practices efficient use of water when washing hands.

Adapted for
Kindergarten

Social Studies

Social studies provides an opportunity to develop an integrated curriculum using civics, geography, history, and economics. Learning experiences may be provided through learning centers, resource people, projects, and field trips.

Standard K.1: Civics - The student will exhibit traits of good citizenship.

Extended Academic Indicators (EAIs):

K.1.1 Work and play cooperatively in a variety of settings (e.g., in large and small groups, learning centers).

K.1.2 Exhibit behavior that demonstrates an understanding of school and classroom guidelines (e.g., rules, routines, schedules, procedures).

K.1.3 Listen to others while in large and small groups.

K.1.4 Show respect for others and their property.

Classroom Activities

The student:

K.1.1 Role plays cooperative play.

K.1. 1 Participates in skit portraying good citizenship traits.

K.1.1 Listens/retells stories of cooperation/citizenship (e.g., Franklin, Berenstein Bears) with sequencing cards or matching.

K.1.1 Discusses/role-plays classroom rules.

K.1.2 Retells displayed school and classroom guidelines posters (point to or eye gaze).

K.1.2 Practices proper procedures.

K.1.3 Takes turns talking/listening to others.

K.1.3 Follows classroom group procedures.

K.1.3 Listens while others are talking.

K.1.4 Role plays showing respectful behavior.

K.1.4 Plays with a file folder game showing cause/effect.

Standard K.2: The student will recognize patriotic symbols and activities.

Extended Academic Indicators (EAIs):

K.2.1 Identify the American flag as a national symbol of our country and understand the etiquette of its use.

K.2. 2 Identify the Oklahoma flag as a symbol of our state.

Classroom Activities

The student:

K.2.1 Practices Pledge of Allegiance.

K.2.1 Colors page of the American flag.

K.2.1 Role plays proper etiquette when saluting the flag.

K.2.2 Practices Oklahoma flag salute/pledge.

K.2.2 Colors page of the Oklahoma flag.

K.2.2 Points to or eye gazes the symbols found on the Oklahoma flag.

K.2.2 Puts together an Oklahoma flag puzzle.

Standard K.3: The student will explain the importance of individual responsibility.

Extended Academic Indicators (EAIs):

K.3.1 Describe the importance of individual responsibility (e.g., responsibility as a student, family member, citizen).

Classroom Activities

The student:

K.3.1 Participates in circle-time discussion.

K.3.1 Colors pictures of people being responsible and puts them in a booklet.

Standard K.4: Geography - The student will demonstrate knowledge of basic geographic concepts.

Extended Academic Indicators (EAIs):

K.4.1 Locate and describe familiar places (e.g., classroom, home, school).

K.4.2 Begin to develop an understanding of city/town, state, and country.

K.4.3 Identify a map as a drawing of a particular location.

K.4.4 Recognize Oklahoma on a map of the United States.

Classroom Activities

The student:

K.4.1 Brings pictures to share with the class.

K.4.1 Takes a walk around the classroom, school, playground, cafeteria, etc.

K.4.2 Takes a walk around the town square.

K.4.2 Takes a virtual tour of interesting sites around the state/country.

K.4.2 On a floor map of the country, points or eye gazes to his/her home state.

K.4.2 Color codes a map of his/her country, state, city/town (e.g., color the state a certain color and the country another color).

K.4.3 Practices finding Oklahoma on a map of the United States.

K.4.3 Traces the shape of Oklahoma.

K.4.4 On a map of the United States, cuts out the state of Oklahoma.

Standard K.5: The student will discuss how children in various communities and cultures are alike and different.

Extended Academic Indicators (EAIs):

K.5.1 Explore how children within the local community and around the world have needs in common (e.g., food, clothing, shelter).

K.5.2 Explore how children within the local community and around the world are unique as to languages, food, clothing, transportation, and customs.

Classroom Activities

The student:

K.5.1 Listens to stories.

K.5.1 Colors pages that show the basic needs of food, clothing, shelter.

K.5.1 Places different items under the correct heading (e.g., hamburger/food, shirt/clothing, house/shelter).

K.5.1 Plays file folder game.

K.5.2 Invites guest speakers.

K.5.2 Plays in dress-up center.

Standard K.6: History - The student will understand that history relates to events and people of other times and places.

Extended Academic Indicators (EAIs):

K.6.1 Explore how children within the local community and around the world have needs in common (e.g., food, clothing, shelter).

K.6.2 Explore how children within the local community and around the world are unique as to languages, food, clothing, transportation, and customs.

Classroom Activities

The student:

K.6.1 Listens to stories about famous Americans.

K.6.1 Colors pictures about stories.

K.6.1 Retells stories of legends or famous Americans through sequencing or picture cards.

K.6.2 Listens to stories that tell about the holidays.

K.6.2 Role plays.

K.6.2 Listens to discussion on why we celebrate these holidays.

Standard K.7: Economics - The student will identify basic economic concepts.

Extended Academic Indicators:

K.7.1 Recognize money is used to purchase goods.

K.7.2 Introduce concept of saving.

Classroom Activities

The student:

K.7.1 Role plays in classroom store.

K.7.1 Participates in activities teaching money skills.

K.7.1 Matches the amount to the actual coin.

K.7.2 Visits a local money institution.

K.7.2 Listens to a story about saving money.

K.7.2 Takes part in a token reward system.

Standard K. 8: The student will explore various careers and the concept of employment (e.g., school personnel, community helpers).

Extended Academic Indicators (EAIs):

No objectives listed in *PASS*.

Classroom Activities:

The student:

K.8.1 Listens to guest speakers tell about careers.

K.8.1 Plays in dress-up center.

K.8.1 Visits local fire station, police station, donut shop, etc.

K.8.1 Colors pictures of various career choices.

K.8.1 Takes a tour of the school and then discusses the different jobs.

GRADE 1

Priority Academic Student Skills

Adapted for

Grade 1

Mathematics

The following concepts and skills are required by all students completing first grade. The Major Concepts should be taught in-depth using a variety of methods and applications so that all students have accessibility to and an understanding of these concepts. Maintenance Concepts have been taught previously and are a necessary foundation for success in mathematics at this level.

Standard 1.1: Patterns - The student will use a variety of problem-solving approaches to model, describe and extend patterns.

Extended Academic Indicators:

1.1.1 Copy, create, and extend patterns using concrete objects.

1.1.2 Copy and extend number patterns.

Classroom Activities:

The student:

1.1.1 Uses manipulatives (i.e., blocks, pattern tiles, beans, seeds, food/candy items, buttons) to copy and create patterns.

1.1.1 When given a choice of two different patterns, the student will choose the correct one.

1.1.1 Uses manipulatives such as pegboards to copy or create patterns.

1.1.2 Uses manipulatives such as a pegboard to create a given pattern.

1.1.2 Works in pairs or small groups to create (copy) the same pattern that their partner(s) created.

1.1.2 Uses cubes to extend a given pattern by one more (ABA will be ABAB).

1.1.2 Uses chain links, beads on a string or rod, magnets, paper chains, construction paper cutouts, etc., to add to and extend their patterns.

Standard 1.2: Number Sense and Operation - The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers.

Extended Academic Indicators (EAIs):

1.2.1 Count as many as five objects with 1:1 correspondence.

1.2.2 Use manipulatives to demonstrate an understanding of the value of numbers through five.

1.2.3 Recognize the numerals 1, 2, 3, 4, and 5.

1.2.4 Use manipulatives to add groups of objects (i.e., 2 blocks plus 3 blocks creates a group of 5 blocks).

Classroom Activities:

The student:

1.2.1 Uses manipulatives to count (i.e., blocks, candy, beans, cereal, macaroni).

1.2.1 Counts and bundles objects (i.e., straws, pencils) or drop objects into a container.

1.2.2 When given a number, will place that number of manipulatives on the item (i.e., # 5 will have 5 beans placed on it).

1.2.2 When given a number of manipulatives, will count them and write/stamp/choose the number (i.e., hand the student 3 blocks and they count them and write/stamp/choose the number 3).

1.2.3 Plays games in order to recognize the numerals through 5 (i.e., number bingo, teacher calls out a number and the students hold the number up, play matching/memory games with numbers).

1.2.3 Places magnetic numbers in order on a cookie sheet or other magnetic surface.

1.2.3 Uses jumbo flashcards to recognize numerals 1-5.

1.2.3 Uses actual object correspondence to recognize numerals (show the number 1 and the student hands you number 1 from their desk, tray, etc.).

1.2.4 Will use manipulatives (e.g., number rods, color tiles, blocks, food) to add objects to 5.

1.2.4 Will line up with their peers and practice addition while the teacher counts students.

1.2.4 Will use pennies to add quantities to 5.

1.2.4 Will learn to use a number line to add.

1.2.4 Will use abacus rods to add by sliding the beads across.

1.2.4 Will use life-skill items to add (e.g., silverware, toothbrushes, hair barrettes, hot wheels).

Standard 1.3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes.

Extended Academic Indicators (EAIs):

1. 3.1 Match and identify basic two dimensional shapes (i.e., circle, square, rectangle, and triangle).

Classroom Activities:

The student:

1.3.1 Participates in a seek-and-find activity in the classroom or building.

1.3.1 Uses magnetic shapes on a cookie sheet/chalkboard to create a shape pattern given.

1.3.1 Matches shape to shape individually.

1.3.1 Matches the shapes to cutout representations (e.g., coffee can with lids cut, butter bowls).

Standard 1.4: Measurement - The student will develop and use measurement skills in a variety of situations.

Extended Academic Indicators (EAIs):

1.4.1 Identify the purpose of clocks and calendars.

1.4.2 Identify coins (penny, nickel, dime, and quarter).

Classroom Activities:

The student:

1.4.1 Identifies a time on their schedule, such as lunchtime, choosing from a field of two choices if needed.

1.4.1 Marks (X) each day on the classroom calendar or his/her individual calendar.

1.4.1 Participates in singing/chanting to understand that a calendar has days of the week.

1.4.1 When given a choice of a clock or a calendar, the student will choose the correct one for the task presented.

1.4.1 When given the date, will place it on the correct calendar square (color code if needed).

1.4.1 Uses Judy clocks to explore time.

1.4.2 Identifies coins by matching a series of coins (using actual coins, money stamps, stickers, etc.).

1.4.2 Creates a pattern using coins (actual, stamps, or stickers).

1.4.2 Matches the coin's numerical value to the actual coin.

Standard 1.5: Data Analysis - The student will demonstrate an understanding of data collection and display.

Extended Academic Indicators (EAIs):

1.5.1 Organizes data in a table or chart.

1.5.2 Uses data from a table or chart.

Classroom Activities:

The student:

1.5.1 Will fill in a bar graph using pictures. For example, students who have cats will be given an actual cutout/picture of their pet and tape it on the board; students who have dogs will do the same, until the bar graph is formed.

1.5.1 When given manipulatives (e.g., fruit candy, chocolate candy, cookies, cereal), he/she will be given a premade chart with color words or the color representation and will place his/her item in the correct column/row.

1.5.2 Uses data from the above listed charts to answer questions: Which do we have more of? Which do we have less of?

Priority Academic Student Skills

Adapted for

Grade 1

Reading

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate and respond to a wide variety of text and Literature.

Standard 1.1: Print Awareness - The student will develop and demonstrate knowledge of print awareness.

Extended Academic Indicators (EAIs):

1.1.1 Track an object.

1.1.2 Turn page in book.

1.1.3 Recognize the difference among objects, pictures and/or letters.

Classroom Activities:

The student:

1.1.1 Uses different objects to track from left to right (favorite manipulative, light, etc.).

1.1.2 As book is being read, turns pages with a prompt.

1.1.3 Engages in same/different activities.

Standard 1.2: Phonological/Phonemic Awareness – The student will develop and demonstrate knowledge of phonological/phonemic awareness.

Extended Academic Indicators (EAIs):

1.2.1 Participate in rhyming activities.

1.2.2 React to the rhythm of language.

1.2.3 Imitate beginning sounds of words.

Classroom Activities:

The student:

1.2.1 Listens to stories with rhyme.

1.2.2 Will be exposed to different rhythms in language (i.e., poems, music, lyrics).

1.2.3 Responds through verbal or nonverbal means to beginning sounds (mimic sound, turn to speaker, etc.).

Standard 1.3: Phonics/Decoding – The student will apply sound-symbol relationships to decode unknown words.

Extended Academic Indicators (EAIs)

1.3.1 Match spoken word to picture or object.

1.3.2 Respond to orally presented words that begin with the same beginning sounds.

Classroom Activities:

The student:

1.3.1 Says a word and matches to picture or object.

1.3.2 Practices beginning sounds (i.e., group objects with beginning sounds, find pictures or objects in the environment that begin with a beginning sound).

Standard 1.4: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase vocabulary.

Extended Academic Indicators (EAIs):

1.4.1 Increase personal vocabulary by listening to a variety of text and literature.

1.4.2 Match vocabulary word to picture or object.

1.4.3 Classify words by category.

Classroom Activities:

The student:

1.4.1 Listens to stories and books on CD.

1.4.2 Matches words to pictures or objects.

1.4.3 Demonstrates which of the following are fruits and which are vegetables:

bananas, oranges, apples, carrots, and peas.

Standard 1.5: Fluency – The student will identify words rapidly so that attention is directed at the meaning of the text.

Extended Academic Indicators (EAIs):

1.5.1 Identify symbols within the classroom environment.

1.5.2 Participate in scheduled story time.

1.5.3 Recognize functional symbols/words within the school environment

Classroom Activities:

The student:

1.5.1 Matches picture to real object or function.

1.5.2 Participates in regular story time (i.e., read aloud, story center, book on CD).

1.5.3 Participates in a scavenger hunt to recognize functional symbols in the school.

Standard 1.6: Comprehension/Critical Literacy – The student will interact with the words and concepts in a text to construct an appropriate meaning.

Extended Academic Indicators (EAIs):

1.6.1 Listen to fiction and nonfiction stories.

1.6.2 Make prediction after viewing a book.

1.6.3 Recognize characters in stories.

1.6.4 Identify simple cause and effect relationships.

Classroom Activities:

The student:

1.6.1 Participates in regular story time (i.e., read aloud, story center, book on CD).

1.6.2 Selects pictures that correlate with the story sequences and ask questions.

1.6.3 Provides several pictures of characters for student to identify.

1.6.4 Selects pictures that correlate with cause and effect (rain cloud/wet clothes; sun/melted ice cream).

Standard 1.7: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.

Extended Academic Indicators (EAIs):

1.7.1 Listen to various forms of genre.

1.7.2 Select favorite story.

Classroom Activities:

The student:

1.7.1 Presents stories such as fiction and nonfiction, from different cultures, in different forms, etc.

1.7.2 Identifies favorite book and requests it to be read.

Standard 1.8: Research and Information - The student will conduct research and organize information.

Extended Academic Indicators (EAIs):

1.8.1 Build personal dictionary.

1.8.2 Read and follow simple directions.

1.8.3 Participate in activities that identify author, illustrator, and title page.

1.8.4 Access information from simple charts, maps, graphs, and calendars.

Classroom Activities:

The student:

1.8.1 Uses pictures to build a student dictionary.

1.8.2. Follows a visual or written daily schedule.

1.8.3 Identifies author, illustrator, and title page in all reading activities.

1.8.3 Identifies the student as the author and illustrator of a personal dictionary.

1.8.4 Follows a visual or written daily schedule, map or calendar.

Priority Academic Student Skills

Adapted for

Grade 1

Writing

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard 1.1: Writing Process - The student will use the writing process to write coherently.

Extended Academic Indicators (EAIs):

1.1.1 Participate in prewriting activities such as brainstorming, discussion, webbing, or story starters.

1.1.2 Write first drafts.

Classroom Activities:

The student:

1.1.1 Selects a picture/object from a field of two or more items.

1.1.1 Uses a variety of writing tools.

1.1.1 Responds to teacher questions (e.g., Which sentence "sounds" better?).

1.1.1 Shares writing, drawings or media presentation with peers or adults.

1.1.2 Uses pictures, words, symbols to develop an idea.

1.1.2 Sequences selected pictures to tell a story.

1.1.2 Expresses a story (i.e., tell, pictures, writing, technology).

1.1.2 Attends while teacher introduces basic editing and proofreading concepts.

Standard 1.2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.

Extended Academic Indicators (EAIs):

1.2.1 Develop stories that describe, explain, or tell about familiar objects, people, places, events, or experiences.

1.2.2 Participates in the development of "thank you" notes, friendly letters, and invitations.

1.2.3 React to simple poems.

Classroom Activities:

The student:

1.2.1 Shares a personal incident, short story, or event relevant to themselves (i.e., photos, pictures, symbols, sentence strips, technology).

1.2.1 Uses pictures/symbols to describe a personal event relevant to student.

1.2.1 Identifies which picture or symbol represents a specific time or event (i.e., give sign for lunch at lunch time).

1.2.1 Displays appropriate facial or verbal expressions to show feelings or beliefs.

1.2.1 Displays appropriate facial or verbal expressions to show change in time or mood.

1.2.2 Participates in the development of a letter, invitation, or cards, which includes a salutation, by using symbols, stamping, pictures, words, peer assistance, or technology.

1.2.2 Participates in writing personal notes, card, and letters using various techniques.

1.2.3 Displays appropriate facial or verbal expressions to show likes or dislikes to various poetry and rhymes.

1.2.3 Participates in a matching activity to choose words that rhyme.

Standard 1.3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Extended Academic Indicators (EAIs):

1.3.1 Grammar/Usage: Students are beginning to recognize and use appropriate nouns, verbs, and adjectives in their writing.

1.3.2 Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.

1.3.3 Punctuation: Students are expected to demonstrate appropriate punctuation in writing.

Classroom Activities:

The student:

1.3.1 Uses preferred method of communication (i.e., voice output device, teacher spoken, sign) to identify different parts of speech.

1.3.1 Develops a sentence or question with a subject and a verb (i.e., verbal, symbolic, sentence strips, or written).

1.3.2 Capitalizes student's first and last name.

1.3.2 Capitalizes the first letter of a sentence.

1.3.3 Participates in adding proper punctuation marks at the end of a simple sentences.

1.3.3 Uses statements and questions in students preferred mode of communication.

Priority Academic Student Skills

Adapted for

Grade 1

Science

The skills should be taught by investigating content, concepts, and principles of major themes in Physical, Life, and Earth/Space Science.

Standard 1.1: Observe and Measure - Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

Extended Academic Indicators (EAIs):

1.1.1 Observe and measure objects, organisms and/or events using developmentally appropriate nonstandard units of measurement (e.g., hand, paper clip, book); and Systems International (SI) units (i.e., meters, centimeters, and degrees Celsius).

1.1.2 Compare similar and/or different characteristics in a given set of simple objects and/or familiar organisms.

Classroom Activities:

The student:

1.1.1 Attends to the teacher as she measures the width of the table using nonstandard units of measure (i.e., hand, shoe).

1.1.2 Participates in completing a picture sort.

Standard 1.2: **Classify - Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.**

Extended Academic Indicators (EAIs):

1.2.1 Classify a set of simple objects and/or familiar organisms using observable properties.

1.2.2 Arrange simple objects, familiar organisms, and/or observable events in a serial order (e.g., least to greatest, tallest to shortest).

Classroom Activities:

The student:

1.2.1 Uses pictures of various organisms to group similar organisms together.

1.2.1 Identifies similar characteristics of each group of objects or organisms.

1.2.2 Places objects such as stuffed animals in serial order (e.g., largest to smallest).

Standard 1.3: **Experiment and Inquiry - Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.**

Extended Academic Indicators (EAIs):

1.3.1 Ask a question about objects, organisms, or events in the environment.

1.3.2 Plan and conduct a simple investigation.

1.3.3 Employ simple equipment and tools such as magnifiers, thermometers, and rulers to gather data.

1.3.4 Recognize potential hazards and practice safety procedures in all science activities.

Classroom Activities:

The student:

1.3.1 Goes on a 3-minute observational nature walk.

1.3.2 Attends to the teacher as she conducts a simple experiment (i.e., tornando in a jar, create goo).

1.3.3 Looks through a telescope or microscope.

1.3.4 Washes hands properly.

Standard 1.4: Interpret and Communicate - Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.

Extended Academic Indicators (EAIs):

1.4.1 Recognize pictures, simple bar graphs, and/or tables.

1.4.2 Recognize and describe patterns, then make predictions based on patterns.

1.4.3 Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

Classroom Activities:

The student:

1.4.1 Will be exposed to and/or identify different types of graphs.

1.4.2 Will be exposed to patterns and/or continues patterns in a science activity (e.g., plant growth).

1.4.3 Observes a teacher-led investigation in a small group and share their results with the rest of the class in a variety of ways (e.g., posters, pictures, poems, graphs, skits).

Adapted for

Grade 1

Social Studies

The primary focus for first grade social studies deals with features of neighborhoods and communities as they relate to the social studies core curriculum disciplines of history, geography, civics, economics, and government. Familiarity with rather than mastery of these subjects is expected at this level. Many of these topics can be integrated into the study of other core curriculum areas and can be discussed in the context of children's literature.

Standard 1.1: The student will develop and practice the process skills of social studies.

Extended Academic Indicators (EAIs):

1.1.1 Use information located in resources such as encyclopedias, timelines, visual images, atlases, maps, globes, and computer-based technologies.

1.1.2 Use children's literature to compare one's own neighborhood/community to others.

Classroom Activities:

The student:

1. 1.1 Locates information using various research materials.

1.1.1 Points to, eye gazes, or matches a certain topic to the best method of research (e.g., climate/encyclopedia).

1.1.2 Utilizing a graphic organizer, compares his or her community to other communities in the United States.

1.1.2 After listening to a story, creates a story map.

Standard 1.2: The student will examine neighborhoods/communities from a spatial perspective.

Extended Academic Indicators (EAIs):

1.2.1 Name, identify pictorial examples, and describe distinguishing features of the two basic areas in which people live: cities (urban) and the country (rural).

1.2.2 Place objects (e.g., on a map, on the wall, or in the classroom) and describe their locations using near/far, up/down, left/right, above/below and in front of/behind.

1.2.3 Construct individually and with other students maps with the cardinal directions (north = N, south = S, east = E, west = W) indicated, and identify locations on the map (e.g., school, playground, and classroom).

1.2.4 Locate the local neighborhood, community, the United States, bodies of water, and land masses (e.g., the four oceans and seven continents) using maps and globes.

1.2.5 Describe events and tell whether they belong in the past, present or future (e.g., place representations of events such as pictures, words, or phrases on a simple past, present, future timeline).

Classroom Activities:

The student:

1.2.1 Creates a poster showing urban and rural settings.

1.2.1 Given a set of pictures, places the correct picture under the correct heading.

1.2.2 Per directions, places items on a map, wall, or in the classroom.

1.2.2 Takes a walk through the park, around the school, through the neighborhood by following directions.

1.2.2 Finds a specific location/item on a floor map.

1.2.3 Creates a map of student's town, school, playground.

1.2.3 On a map, labels north, south, east, and west.

1.2.3 Matches picture symbol to actual area on map (e.g., road symbol to road, school symbol to school).

1.2.3 Labels a community map.

1.2.4 Makes a map of student's school.

1.2.4 Creates an edible map (e.g., chocolate kisses for mountains, black licorice for roads, crackers for lakes/oceans).

1.2.4 Color codes basic landforms and bodies of water.

1.2.4 Matches pictures/symbols to correct column on a chart/map (e.g., landform/Africa and bodies of water/Pacific Ocean).

1.2.5 Places pictures of specific events on a timeline showing past, present, future events.

1.2.5 Creates a graph by placing pictures/symbols in the correct column under past, present, or future.

1.2.5 Creates a mobile with pictures/symbols/words showing past/present/future.

1.2.5 Creates a picture story or illustrates an autobiography of student's life past/present/future.

Standard 1.3: The student will analyze the human characteristics of communities.

Extended Academic Indicators (EAIs):

1.3.1 Identify how choices in behavior and action are related to consequences and have an impact upon the student himself/herself and others.

1.3.2 Recognize and learn about patriotic traditions and activities (e.g., the reciting of the Pledge of Allegiance and the singing of the "Star-Spangled Banner").

1.3.3 Identify traditionally patriotic symbols associated with the United States (e.g., the flag, the bald eagle, and monuments).

1.3.4 Identify the names of the school, town/city, state, and nation.

1.3.5 Identify the events and people associated with commemorative holidays, such as Flag Day, Independence Day, Labor Day, Veterans Day, and Thanksgiving.

Classroom Activities:

The student:

1.3.1 Role plays cause/effect of rules and consequences.

1.3.1 Makes a mobile of good classroom rules.

1.3.1 Creates a chart to match rules with consequences.

1.3.2 Gains knowledge of patriotic traditions and activities by collecting pictures, viewing media, listening to stories/books.

1.3.2 Constructs a collage showing the different examples in action (e.g., picture of someone saying the Pledge of Allegiance, celebrating the Fourth of July).

1.3.2 Invites someone in the military to speak to the class.

1.3.2 Recites the Pledge of Allegiance.

1.3.3 Creates a collage of patriotic symbols/pictures.

1.3.3 Takes a virtual tour of important monuments in the United States.

1.3.4 Matches picture/symbol/word to school, city, state, and nation.

1.3.4 Tells name of school or town.

1.3.5 Invites someone from the community to speak on commemorative holidays.

1.3.5 Participates in a commemorative holiday event or activity.

1.3.5 Creates a chart or graphic organizer to demonstrate knowledge of commemorative holidays.

1.3.5 Performs a skit showcasing a commemorative holiday event.

1.3.5 Views a movie/video about an important holiday.

1.3.5 Listens/reads a story about an important holiday.

Standard 1.4: The student will examine the interaction of the environment and the people of a community.

Extended Academic Indicators (EAIs):

1.4.1 Identify the three basic needs of all people: food, clothing, shelter.

1.4.2 Recognize that people in different parts of the world eat different foods, dress differently, speak different languages, and live in different kinds of "houses" (e.g., read and discuss children's literature that has characters and settings in other countries).

1.4.3 Describe the impact of physical changes, such as seasons, on people in the neighborhood/community (e.g., how seasons affect what people eat and wear).

Classroom Activities:

The student:

1.4.1 Places pictures/symbols under correct category (food, clothing, shelter).

1.4.1 Creates a graphic organizer to identify choices.

1.4.2 Listens/reads a story about how other people live.

1.4.2 Invites people of the community in to share their different cultures.

1.4.3 Creates poster showing type of weather to type of activity (sunny/swimming, hiking, snowing/sledding and ice skating, etc.).

1.4.3 Matches seasons/weather to choice of clothing or food.

Standard 1.5: The student will understand basic economic elements found in communities.

Extended Academic Indicators (EAIs):

1.5.1 Describe how people get their basic needs of food, clothing, and shelter (e.g., make/grow their own, trade with others for what they need, and earn money to buy the things they need).

1.5.2 Identify ways people in the neighborhood/community earn money (e.g., match pictures or simple descriptions of work people do with the names of the jobs).

Classroom Activities:

The student:

1.5.1 Creates a graphic organizer showing needs and wants.

1.5.1 Creates a graph identifying needs and wants.

1.5.1 Creates a collage showing basic needs of food, clothing, shelter.

1.5.1 Utilizes the Picture Exchange Communication System (PECS) to show a want or a need during a regular school day.

1.5.1 Creates a collage of wants/needs.

1.5.2 Invites parents to visit and discuss their occupations.

1.5.2 Creates a visual aid describing occupations and roles of people in the community.

1.5.2 Attends a career fair.

GRADE 2

Priority Academic Student Skills

Adapted for

Grade 2

Mathematics

The National Council of Teachers of Mathematics (NCTM) has identified five process standards: Problem Solving, Communication, Reasoning and Proof, Connections, and Representations. Using these processes, students are actively involved in deepening mathematical understandings which lead to increasingly sophisticated abilities required to meet mathematical challenges.

Standard 2.1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to model, describe and extend patterns.

Extended Academic Indicators (EAIs):

2.1.1 Sort and classify objects by number, size, and other properties.

2.1.2 Recognize patterns on a hundreds chart.

2.1.3 Copy, create, or extend patterns.

Classroom Activities:

The student:

2.1.1 Will use manipulatives (ex.: blocks, pattern tiles, beans, seeds, food) to classify.

2.1.2 Will use color coding (red for multiples of five, green for multiples of ten, orange for multiples of two, etc.) to recognize patterns on a hundreds chart.

2.1.3 Will be given a run-off sheet to mark the multiples in different colors.

2.1.2 Students will be given a hundreds chart with various numbers filled in and they will complete the chart by filling in the missing numbers (this could be from a field of two, three, etc.).

2.1.2 Given a choice of two different patterns, will choose the correct one.

2.1.3 Will play games such as tic-tac-toe to identify patterns.

2.1.3 Will use manipulatives such as pegboards to create patterns.

2.1.3 Will work in pairs or small groups to create (copy) the same pattern that his/her partner(s) created.

Standard 2.2: Number Sense and Operation - The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100.

Extended Academic Indicators EAIs:

2.2.1 Count as many as ten objects with 1:1 correspondence.

2.2.2 Use manipulatives to demonstrate an understanding of the value of numbers through ten.

2.2.3 Recognize the numerals 1 through 10.

2.2.4 Use manipulatives to add and subtract quantities to 10.

Classroom Activities:

The student:

2.2.1 Will use manipulatives to count (ex.: blocks, candy, beans, cereal, macaroni).

2.2.1 Will count and bundle objects (ex.: straws, pencils) or drop objects into a container.

2.2.2 Will be given a number and they will place a manipulative on the item (ex.: 5 will have 5 beans placed on it).

2.2.2 Will be given a number of manipulatives and they will count them and write/stamp/choose the number (ex.: Hand the student three blocks and they count them and write/stamp/choose the number 3).

2.2.3 Will play games in order to recognize the numerals through 10 (ex.: Number Bingo, teacher calls out a number and the students hold the number up, play matching/memory games with numbers).

2.2.3 Will use magnetic numbers and place them in order on a cookie sheet or other magnetic surface.

2.2.4 Will use number rods, color tiles, blocks, food, etc., to add and subtract quantities to 10.

2.2.4 Will stand in a line with their peers and practice addition and subtraction while the teacher adds or removes students.

2.2.4 Will use pennies to add and subtract quantities to 10.

2.2.4 Will learn to use a number line to add and subtract.

2.2.4 Will use abacus rods to add/subtract by sliding the beads across.

Standard 2.3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes.

Extended Academic Indicators (EAIs):

2.3.1 Identify two-dimensional geometric shapes in everyday situations (e.g., a clock face is a circle).

Classroom Activities:

The student:

2.3.1 Will participate in a seek-and-find activity in the classroom or building.

Standard 2.4: Measurement - The student will use appropriate units of measure in a variety of situations.

Extended Academic Indicators (EAIs):

2.4.1 Give an example of common activities that would occur based on the hour shown on analog and digital clocks and time of day (e.g., 11:30 in the morning – eat lunch; 10:00 at night – go to bed).

2.4.2 Find today on the calendar.

2.4.3 Identify and order coins and bills.

Classroom Activities:

The student:

2.4.1 Will create his or her class schedule on grid paper using either writing, pictures, or both.

2.4.1 Will identify the time his/her favorite TV show comes on using pictures of his/her show and choosing from a field of two choices of time.

2.4.2 Will mark (X) each day on the classroom calendar.

2.4.2 Will be given the date and will place it on the correct calendar square.

2.4.3 Will use money stamps to identify/order money.

2.4.3 Will match the coins name and the coins numerical value to the actual coin.

2.4.3 Will be given one denomination of each coin and he/she will order them from least to greatest or greatest to least using an example if needed.

Standard 5: Data Analysis - The student will demonstrate an understanding of data collection, display and interpretation.

Extended Academic Indicators (EAIs):

2.5.1 Organize data in a table or chart.

2.5.2 Use data from a table or chart.

Classroom Activities:

The student:

2.5.1-2 Teacher will draw a large bar graph on the chalkboard. Students will fill in the bar graph using sticky notes. For example, students who have cats will put their name on their sticky note and place it on the board, students who have dogs will write their name on their note and place it beside the cats.

Priority Academic Student Skills

Adapted for

Grade 2

Reading

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate and respond to a wide variety of text and literature.

Standard 2.1: Phonological/Phonemic Awareness - The student applies sound-symbol relationships to decode words.

Extended Academic Indicators (EAIs):

2.1.1 Follows print from left to right, top to bottom.

2.1.2 Match spoken word to picture.

2.1.3 Identify whether orally presented words start with the same initial sound and/or end with the same final sound.

2.1.4 Identify objects, or pictures of objects, that start or end with the same sound.

2.1.5 Identify own name in print.

Classroom Activities:

The student:

2.1.1 Tracks an object from left to right.

2.1.1 Follows a visual schedule from left to right or top to bottom.

2.1.2 Matches sounds of words to a picture, symbol, or object.

2.1.2 Participates in center activities (i.e., flip charts, pocket charts, flashcards, games).

2.1.3 Matches words, symbols/graphics which start or end with the same sound.

2.1.3 Uses file folder games, computer games and teacher made board games.

2.1.3 Uses manipulatives to practice phonetic sounds (i.e., letter tiles, letter cards, phonics game).

2.1.4 Matches words and symbols/graphics which start or end with the same sound.

2.1.4 Uses file folder games, computer games, and teacher made board games.

2.1.5 Matches pictures with appropriate phonetic sounds.

2.1.5 Participates in sorting activities and word games.

2.1.5 Creates his/her name by using letter tiles, stamps, type, tracing, and printing.

Standard 2.2: Phonics/Decoding – The student will apply sound-symbol relationships to decode unknown words.

Extended Academic Indicators (EAIs)

2.2.1 Match spoken word to picture or object.

2.2.2 Respond to orally presented words that begin with the same beginning sounds.

Classroom Activities:

The student:

2.2.1 Says a word and matches it to a picture or object.

2.2.2 Practices beginning sounds (i.e., group objects with beginning sounds, find pictures or objects in the environment that begin with a beginning sound.)

Standard 2.3: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase vocabulary.

Extended Academic Indicators (EAIs):

2.2.1 Match vocabulary words to corresponding objects, symbols and pictures of graphics.

2.2.2 Identify/use synonyms (words with the same meaning, i.e., small/little/tiny, big/large).

2.2.3 Identify/use antonyms appropriately (i.e., small/big, fat/skinny, full/empty).

Classroom Activities:

The student:

2.2.1 Matches picture to written word.

2.2.2 Participates in matching activities, given words and their synonyms/antonyms.

2.2.2 Participates in center activities (i.e., flip charts, flashcards, games).

2.2.3 Uses flashcard activities and games (i.e., bingo that uses synonyms/ antonyms).

2.2.3 Plays drawing games with the class when given words and their synonyms/ antonyms.

2.2.3 Participates in word wall activities.

Standard 2.4: Fluency – The student will identify words rapidly so that attention is directed at the meaning of the text.

Extended Academic Indicators (EAIs):

2.4.1 Identify letters accurately.

2.4.2 Identify environmental symbols.

2.4.3 Identify personal information (name, address, phone number, birth date).

2.4.4 Read 1 to 5 high frequency words.

2.4.5 Begin to recognize color words.

Classroom Activities:

The student:

2.4.1-4 Engages in computer-based reading programs (i.e., Edmark, Web-based programs such as Starfall.com, Reader Rabbit).

2.4.1-5 Participates in reading activities (i.e., partner reading, buddy class, reader's theatre).

2.4.1-5 Engages in hands-on activities (i.e., centers, flash cards, and file folder activities).

Standard 2.5: Comprehension/Critical Literacy – The student will interact with the words and concepts in a text to construct an appropriate meaning.

Extended Academic Indicators (EAIs):

2.5.1 Listen to fiction and nonfiction text on tape.

2.5.2 Given two pictures, student will make predictions after viewing the book. (i.e., Three Bears, Three Little Pigs).

2.5.3 Sequence of events.

2.5.4 Identify simple cause and effect relationships.

2.5.5 Recognize basic comprehension questions.

Classroom Activities:

The student:

2.5.1 Utilizes peer reading, books on tape and teacher read.

2.5.1 Utilizes listening centers (i.e., tape/CD/headphones).

2.5.1 Participates in thematic units, introducing the student to various genres.

2.5.1 Utilizes predictable texts (i.e., Dr. Seuss, Shel Silverstein, Jack Pelutsky).

2.5.2 Illustrates a cover page based on the title of the story.

2.5.2 Predicts the story content based on the use of pictures.

2.5.2 Picture walks the story before reading it.

2.5.3 Puts pictures in the correct order to tell a story.

2.5.3 Uses visual schedule to sequence the activities of the day.

2.5.3 Participates in giving directions to a peer or teacher to arrive at a specific place in the school (i.e., pictures, pointing, speaking).

2.5.4 Dresses the weather bear for the day's weather.

2.5.4 Selects a symbol for food when hungry.

2.5.4 Selects the picture of rain when shown dark clouds.

2.5.4 Acknowledges he or she is about to eat when given a utensil.

2.5.4 Uses different colors of paint to illustrate cause and effect.

2.5.4 Uses social stories/interaction. (What happens when you hit your peer?)

2.5.5 Answers who, what, when, where, and why questions. (What foods do you like/dislike and why?)

2.5.5 Answers who, what, when, where, and why questions about daily activities.

2.5.5 Answers question about a story.

2.5.5 Uses pictures to answer questions about personal information.

Standard 2.6: Literature: The student will read to construct meaning and respond to a wide variety of literary forms.

Extended Academic Indicators (EAIs):

2.6.1 Listen to text from various literary genres.

2.6.2 Identify favorite characters from a story.

2.6.3 Begin to recognize words that rhyme.

Classroom Activities:

The student:

2.6.1 Identifies a favorite book and requests it be read to them.

2.6.1 Attends to oral reading from beginning to end.

2.6.1 Reads or listens to a story on computer, books on tape and listening centers.

2.6.2 Creates puppets, dramatizes, or dresses up as a character.

2.6.2 Creates a poster, collage, or diorama about the story or a favorite character.

2.6.3 Utilizes music/songs to demonstrate rhythm and rhyme.

2.6.3 Uses pictures, picture sorts, flashcards, file folder games, and computer games to recognize rhyme.

Standard 2.7: Research and Information - The student will conduct research and organize information.

Extended Academic Indicators (EAIs):

2.7.1 Begin to utilize a picture dictionary.

2.7.2 Access information from a variety of resources (i.e., maps, computer, charts, graphs, schedules).

Classroom Activities:

The student:

2.7.1 Cuts pictures from magazines or prints pictures from Internet to make own dictionary, sorting by beginning letters.

2.7.1 Uses matching activities (i.e., matching information with picture cards).

2.7.1 Alphabetizes word cards, classmates' names and spelling words.

2.7.1 Uses manipulatives (i.e., magnet letters, felt letters, wipe-off boards) for reinforcing alphabetization concepts.

2.7.2 Utilizes map of school to locate specific places.

2.7.2 Utilizes daily class schedule to answer questions.

2.7.2 Participates in peer-assisted scavenger hunt within the classroom.

2.7.2 Participates in a field trip to the library, office, another classroom or lunch room.

2.7.2 Locates information in a text (point to the mother, point to the dog, etc.).

Adapted for
Grade 2

Writing

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard 2.1: Writing Process – The student will use the writing process to write coherently.

Extended Academic Indicators (EAIs):

2.1.1 Create a list of topic ideas for writing.

2.1.2 Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing or proofreading, and publishing or sharing.

2.1.3 Organize related ideas together to maintain a consistent focus by establishing a beginning, middle, and ending.

Classroom Activities:

The student:

2.1.1 Selects a picture/object from a field of two or more items.

2.1.1 Uses a variety of writing tools.

2.1.1 Responds to teacher questions (e.g., Which sentence "sounds" better?).

2.1.1 Shares writing, drawings or media presentation with peers or adults.

2.1.2 Uses pictures, words, symbols to develop an idea.

2.1.2 Sequences selected pictures to tell a story.

2.1.2 Expresses a story (i.e., tell, pictures, writing, technology).

2.1.3 Sequences pictures to describe a task.

2.1.3 Uses visual schedules to complete a task.

Standard 2.2: Modes and Forms of Writing – The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.

Extended Academic Indicators (EAIs):

2.2.1 Recognize that language has many uses such as informing, persuading, and entertaining.

2.2.2 Participates in expressing personal narratives.

2.2.3 Participates in the development of "thank you" notes, friendly letters, and invitations.

2.2.4 Reacts to simple rhymes and poems.

Classroom Activities:

The student:

2.2.1 Shares a personal incident, short story, or event relevant to themselves (i.e., photos, pictures, symbols, sentence strips, technology).

2.2.1 Uses pictures/symbols to describe a personal event relevant to the student.

2.2.1 Identifies which picture or symbol represents a specific time or event (i.e., give sign for lunch at lunch time).

2.2.1 Displays appropriate facial or verbal expressions to show feelings or beliefs.

2.2.1 Displays appropriate facial or verbal expressions to show change in time or mood.

2.2.2 Retells a family story in student's preferred mode of communication.

2.2.2 Shares pictures from a family activity such as a birthday party.

2.2.3 Participates in the development of a letter, invitation, or cards, which includes a salutation, by using symbols, stamping, pictures, words, peer assistance, or technology.

2.2.3 Writes personal notes, card, and letters using various techniques.

2.2.4 Displays appropriate facial or verbal expressions to show likes or dislikes to various poetry and rhymes.

2.2.4 Participates in a matching activity to choose words that rhyme.

Standard 2.3: Grammar/Usage and Mechanics: The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Extended Academic Indicators (EAIs):

2.3.1 Grammar/Usage: Students are expected to recognize and use correctly nouns, verbs, contractions, and adjectives.

2.3.2 Mechanics: Students are expected to demonstrate appropriate language mechanics.

2.3.3 Punctuation: Students are expected to demonstrate appropriate punctuation in writing.

Classroom Activities:

The student:

2.3.1 Uses preferred method of communication (i.e., voice output device, teacher spoken, sign) to identify different parts of speech.

2.3.1 Develops a sentence or question with a subject and a verb (i.e., verbal, symbolic, sentence strips, or written).

2.3.2 Capitalizes student's first and last name.

2.3.2 Capitalizes the first letter of a sentence.

2.3.3 Participates in adding proper punctuation marks at the end of a simple sentences.

2.3.3 Uses statements and questions in students preferred mode of communication.

Adapted for
Grade 2

Science

The skills should be taught by investigating content, concepts, and principles of major themes in Physical, Life, and Earth/Space Science.

Standard 2.1: **Observe and Measure - Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.**

Extended Academic Indicators (EAIs):

2.1 Observe and measure objects, organisms and/or events using developmentally appropriate nonstandard units of measurement (e.g., hand, paper clip, book); and Systems International (SI) units (i.e., meters, centimeters, and degrees Celsius).

2.2. Compare similar and/or different characteristics in a given set of simple objects and/or familiar organisms.

Classroom Activities:

The student:

2.1.1 Attends to the teacher as she measures the width of the table using nonstandard units of measure (i.e., hand, shoe).

2.1.2 Completes a picture sort.

Standard 2.2: Classify - Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

Extended Academic Indicators (EAIs):

2.2.1 Classify a set of simple objects and/or familiar organisms using observable properties.

2.2.2 Arrange simple objects, familiar organisms, and/or observable events in a serial order (e.g., least to greatest, tallest to shortest).

Classroom Activities:

The student:

2.2.1 Uses pictures of various organisms to group similar organisms together.

2.2.1 Identifies similar characteristics of each group of objects or organisms.

2.2.2 Places objects such as stuffed animals in serial order (e.g., largest to smallest).

Standard 2.3: Experiment and Inquiry - Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena.

Extended Academic Indicators (EAIs):

2.3.1 Ask a question about objects, organisms, or events in the environment.

2.3.2 Plan and conduct a simple investigation.

2.3.3 Employ simple equipment and tools such as magnifiers, thermometers, and rulers to gather data.

2.3.4 Recognize potential hazards and practice safety procedures in all science activities.

Classroom Activities:

The student:

2.3.1 Goes on a 3-minute observational nature walk.

2.3.2 Attends to the teacher as she conducts a simple experiment (i.e., tornado in a jar, create goo).

2.3.3 Looks through a telescope or microscope.

2.3.4 Washes hands properly.

Standard 2.4: **Interpret and Communicate - Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.**

Extended Academic Indicators (EAIs):

2.4.1 Recognize pictures, simple bar graphs, and/or tables.

2.4.2 Recognize and describe patterns, then make predictions based on patterns.

2.4.3 Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

Classroom Activities:

The student:

2.4.1 Will be exposed to and/or identify different types of graphs.

2.4.2 Will be exposed to patterns and/or continues patterns in a science activity (e.g., plant growth).

2.4.3 Observes a teacher led investigation in a small group and share their results with the rest of the class in a variety of ways (e.g., posters, pictures, poems, graphs, skits).

Priority Academic Student Skills

Adapted for

Grade 2

Social Studies

The primary focus for second grade is community. Second graders study the features of neighborhoods and the community in more detail, and are introduced to Oklahoma and the United States with references to the rest of the world. They continue to develop map skills, explore history through familiar events, and examine the basic ways goods and services are exchanged.

Standard 2.1: The student will develop and practice the process skills of social studies.

Extended Academic Indicators (EAIs):

2.1.1 Use information located in resources such as encyclopedias, timelines, visual images, atlases, maps, globes, and computer-based technologies.

2.1.2 Use children's literature to compare one's own community to others.

2.1.3 Identify the order of events on a simple timeline (e.g., holidays, school events, and the student's life).

Classroom Activities:

The student:

2.1.1 Given a topic, locates information using various research materials.

2.1.1 Points to, eye gazes, or matches a certain topic to the best method of research (e.g., climate/encyclopedia).

2.1.2 Utilizing a graphic organizer, compares his/her community to other communities in the United States.

2.1.2 After listening to a story, creates a story map.

2.1.3 Creates a timeline using pictures, putting important events in order.

2.1.3 Matches pictures to dates on a timeline.

Standard 2.2: The student will examine communities from a spatial perspective.

Extended Academic Indicators (EAIs):

2.2.1 Name major landmarks in the community; construct simple maps showing some of the landmarks, the roads connecting them, and directional indicators (north, south, east, and west), and give titles to the maps (e.g., the name of the town).

2.2.2 Describe the landmark and cultural features of the community (e.g., historic homes, schools, churches, bridges, parks, and neighborhoods).

2.2.3 Identify locations on a basic map, write directions for going from one location to another, and use directional indicators to describe locations on the map using both cardinal and intermediate directions.

2.2.4 Identify basic landforms and bodies of water (e.g., plains, mountains, rivers, and gulfs), the four oceans, the seven continents, human-made features (e.g., roads and towns).

2.2.5 Locate and identify the following on a map of the United States: Oklahoma, one of the six surrounding states, the Mississippi River, and the Atlantic and Pacific Oceans.

Classroom Activities:

The student:

2.2.1 Creates a map of student's town, school, or playground.

2.2.1 On a map, labels north, south, east, and west.

2.2.1 Creates an edible map (e.g., chocolate for mountains, black licorice for roads, crackers for lakes/oceans).

2.2.1 Matches picture symbol to actual area on map (e.g., road symbol to road, school symbol to school).

2.2.2 Takes a walk through the park, around the school, through the neighborhood.

2.2.2 Labels a community map.

2.2.3 Makes a map of student's school.

2.2.3 Using a floor map, the student identifies a point farthest away from them, closest to them, or behind them.

2.2.3 Finds a specific location/item on a floor map.

2.2.4 Color codes basic landforms and bodies of water.

2.2.4 Matches pictures/symbols to correct column on a chart/map (e.g., landform/Africa, bodies of water/Pacific Ocean).

2.2.5 Given a map of the United States, identifies (through eye gaze, point, or matching) one of the following; the state of Oklahoma, one of the six surrounding states, the Mississippi River, the Atlantic or Pacific Ocean.

Standard 2.3: The student will analyze the human characteristics of communities.

Extended Academic Indicators (EAIs):

2.3.1 Identify examples of rules in the classroom and community, and relate the purposes of those rules (e.g., to help people live and work together safely and peacefully) and the consequences of breaking them.

2.3.2 Provide examples of honesty, courage, patriotism, and other admirable character traits seen in United States history.

2.3.3 Explain and demonstrate good citizenship (e.g., obeying classroom rules, taking turns, and showing respect for others and their belongings).

2.3.4 Study how history involves events and people of other times and places through legends, folktales, and historical accounts (e.g., Paul Revere's ride, Johnny Appleseed, Betsy Ross, John Henry, and Paul Bunyan) in children's literature.

2.3.5 Identify examples of interesting Americans through exposure to biographies of important people of the past (e.g., George Washington, Sacajawea, and Harriet Tubman).

Classroom Activities:

The student:

2.3.1 Role plays cause/effect of rules and consequences.

2.3.1 Makes a mobile of good classroom rules.

2.3.1 Creates a chart to match rules to correct column (e.g., no talking/classroom, Stop sign/community).

2.3.2 Gains knowledge of admirable character traits by collecting pictures, viewing media, listening to stories/books.

2.3.2 Constructs a collage showing the different examples in action (e.g., picture of soldier, fireman).

2.3.2 Invites someone in the military to speak to the class.

2. 3.2 Role plays examples of admirable character traits.

2.3.3 Invites someone from the community to speak on good citizenship.

2.3.3 Creates a chart or graphic organizer to demonstrate good citizenship qualities.

2.3.3 Role plays examples of good citizenship.

2.3.4 Retells a fable, legend, or historical fiction using story cards, illustrations, sequencing, etc.

2.3.4 Performs a skit showing events/people in history.

2.3.4 Matches two parts of same event (e.g., Betsy Ross/flag, Paul Bunyan/blue ox, Paul Revere/horse).

2.3.5 Views a movie/video about an important person in history.

2.3.5 Listens/reads a story about an important person in history.

2.3.5 Matches person to biography.

Standard 2.4: The student will examine the interaction of the environment and the people of a community.

Extended Academic Indicators (EAIs):

2.4.1 Describe how location and weather affect the way people live.

2.4.2 Identify the choices people make about food, clothing, shelter, occupation, transportation, and recreation.

Classroom Activities:

The student:

2.4.1. Matches pictures/symbols to environment (e.g., igloo/Eskimo, teepee/Indian).

2.4.1. Listens/reads a story about how other people live.

2.4.1 Creates poster showing type of weather to type of activity (sunny/swimming, hiking, snowing/sledding, ice skating, etc.).

2.4.2 Matches weather to choice of clothing.

2.4.2 Place pictures/symbols under correct category (food, clothing, shelter, occupation, transportation, recreation).

2.4.2 Creates a graphic organizer to identify choices.

Standard 2.5: The student will understand basic economic elements found in communities.

Extended Academic Indicators (EAIs):

2.5.1 Distinguish between basic needs (food, clothing, and shelter) and wants (luxuries).

2.5.2 Describe the occupations and roles of people in the neighborhood and community who provide goods and services.

Classroom Activities:

The student:

2.5.1 Creates a graphic organizer showing needs and wants.

2.5.1 Creates a graph identifying needs and wants.

2.5.1 Utilizes the Picture Exchange Communication System (PECS) to show a want or a need during a regular school day.

2.5.1 Creates a collage of wants/needs.

2.5.2 Invites parents to visit and discuss their occupations.

2.5.2 Creates a visual aid describing occupations and roles of people in the community.

2. 5.2 Attends a career fair.

2.5.2 Creates poster showing type of weather to type of activity (sunny/swimming, hiking, snowing/sledding, ice skating, etc.).

2.5.2 Matches weather to choice of clothing.

2.5.2 Places pictures/symbols under correct category (food, clothing, shelter, occupation, transportation, recreation).

2. 5.2 Creates a graphic organizer to identify choices.

GRADE 3

Adapted for

Grade 3

Mathematics

The following concepts and skills are required by all students completing third grade. The major concepts should be taught in-depth using a variety of methods and applications so that all students have accessibility to and understanding of these concepts.

Standard 3.1: Patterns and Algebraic Reasoning - The student uses a variety of problem-solving approaches to extend and create patterns.

3.1.1 Sort and classify objects by number, size, and other properties.

3.1.2 Describe the classification system that has been used to categorize two groups of items.

3.1.3 Copy, create, or extend patterns.

Classroom Activities:

The student:

3.1.1 Responds (anticipate, eye gaze, point) to a group of objects with a common attribute.

3.1.1 Groups people into males/females or children/adults.

3.1.1 Sorts student preferred items by a single specific attribute.

3.1.2 Responds (anticipate, eye gaze, point) to different groups of items.

3.1.2 When presented with broken items and whole items, describe one group in terms different from the term used to describe the other group.

3.1.3 Sets a table, repeating a pattern demonstrated by the teacher.

Standard 3.2 Number Sense and Operation – The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers.

Extended Academic Indicators (EAIs):

3.2.1 Compare and order quantities of objects to ten.

3.2.2 Count with 1:1 correspondence to ten.

3.2.3 Demonstrate an understanding of "half" and "whole."

3.2.4 Use number in response to a request for descriptive information.

3.2.5 Indicate the greater of two collections of items.

3.2.6 Use manipulatives to add and subtract quantities to ten.

Classroom Activities:

The student:

3.2.1 Responds (anticipate, eye gaze, point) to different quantities of five or less.

3.2.1 Uses favorite items and a number chart to demonstrate place value.

3.2.1 Puts in order numerals one through ten.

3.2.2 Compares the quantities to develop understanding of the number values.

3.2.2 Associates number with quantity using common objects.

3.2.2 Counts out ten items for ten people.

3.2.3 Practices sharing by describing and "halving" common "whole" foods portions (i.e., hamburgers, apples, personal pizza).

3.2.4 Recognizes (respond, eye gaze, and point to) picture of self with birth date printed on bottom of picture.

3.2.4 Indicates age, date of birth, address, and phone number upon request.

3.2.5 Indicates understanding of greater, equal to, and less than with manipulatives.

3.2.6 Counts and discovers they have five pencils when given two pencils and three pencils.

Standard 3.3 Geometry - The student will use geometric properties and relationships to recognize and describe shapes.

Extended Academic Indicators (EAIs):

3.3.1 Sort circular items from linear items.

3.3.2 Describe objects as circle, square or triangle.

Classroom Activities:

The student:

3.3.1 Sorts small balls from building cubes.

3.3.1 Describes the shapes of common safety signs.

3.3.2 Recognizes circles, squares (i.e., would include most four-sided objects), and triangles in the room.

3.3.2 Identifies shapes of various items and their associated names.

Standard 3.4 Measurement - The student will use appropriate units of measure to solve problems.

Extended Academic Indicators (EAIs):

3.4.1 Indicate which item is longer.

3.4.2 Indicate awareness of daily routine on a chart that includes pictures of clocks associated with those routines.

3.4.3 Identify coins.

Classroom Activities:

The student:

3.4.1 Responds (anticipate, eye gaze, vocalize, point, partially participate) to exploring two objects of different lengths.

3.4.1 Differentiates between long/short by pointing to the long or short object in response to questions.

3.4.2 Sorts paper money from coins and describes the differences.

3.4.2 Discusses with the students when the clock in the room matches the clock face represented on the class schedule. Discusses that display on the clock means it is time to move to the associated item on the schedule.

3.4.3 Uses the words and coins: penny, nickel, dime and quarter.

3.4.3 Sorts paper money from coins and describes the differences.

Standard 3.5 Data Analysis - The student will demonstrate an understanding of collection, display, and interpretation of data and probability.

Extended Academic Indicators (EAIs):

3.5.1 Collect data and organizes data into a table.

3.5.2 Use data from a table or chart.

Classroom Activities:

The student:

3.5.1 Responds (anticipate, eye gaze, point) to picture chart to follow daily routine.

3.5.1 Uses picture chart to choose next activity.

3.5.1 Describes multiple routine tasks associated with a schedule that includes rows and columns when asked about those tasks.

3.5.2 Uses a chart or table to answer simple questions (i.e., chart with numbers of boys and girls).

Priority Academic Student Skills

Adapted for

Grade 3

Reading

Reading/Literature: The student applies a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 3.1: Phonics/Decoding - The student applies sound-symbol relationships to decode words.

Extended Academic Indicators (EAIs):

3.1.1 Follow print from left to right, top to bottom.

3.1.2 Match spoken word to print.

3.1.3 Identify whether orally presented words start with the same initial sound and/or end with the same final sound.

3.1.4 Identify objects or pictures of objects that start or end with the same sound.

3.1.5 Count syllables in words.

3.1.6 Identify spoken words that match print.

3.1.7 Respond to visual or aural stimuli.

3.1.8 React to the sound of language.

3.1.9 Identify own name in print.

Classroom Activities:

The student:

3.1.1 Tracks an object from left to right.

3.1.1 Follows a visual schedule from left to right or top to bottom.

3.1.2 Matches sounds of words to a picture, symbol, or object.

3.1.3 Matches words/symbols/graphics which start or end with the same sound.

3.1.4 Imitates a pattern by tapping it out.

3.1.4 Taps out syllables of words as they say them.

3.1.5 Matches spoken name to printed one.

3.1.5 Plays a computer alphabet game such as "Roxy's Reading Fish."

3.1.6 Matches names with pictures of classmates (i.e., folder games).

3.1.6 Identifies familiar restaurant logo upon hearing its name.

3.1.7-9 Determines if words have similar sounds (cat and cat - yes) (cat and dog - no).

3.1.7-9 Identifies a picture of a familiar person when the person's name is spoken.

Standard 3.2: Vocabulary - The student develops and expands knowledge of words and word meanings to increase vocabulary.

Extended Academic Indicators (EAIs):

3.2.1 Match vocabulary words to corresponding objects, symbols, pictures, or graphics.

3.2.2 Sort pictures/objects into related categories.

3.2.3 Identify/use words with similar meanings (e.g., small/little/tiny, big/large).

3.2.4 Identify/use antonyms appropriately (e.g., small/big, fat/skinny, full/empty).

3.2.5 Match words with various media.

Classroom Activities:

The student:

3.2.1 Matches objects to vocabulary words.

3.2.1 Responds (anticipate, eye gaze, vocalize, point) to hearing first name.

3.2.1 Responds (anticipate, eye gaze, vocalize, point) to seeing a printed copy of first name.

3.2.1 Matches first and last name from all of the names of the class.

3.2.1 Matches printed names to pictures (i.e., folder games).

3.2.1 Plays a computer program to match words.

3.2.1 Repeats a word from a story.

3.2.2 Sorts objects into two groups. Examples could vary with child's interest/ability level.

3.2.2 Sorts pictures into two groups.

3.2.3 Identifies/uses words with similar meaning learned as part of instruction (e.g., "point to the picture of the small/little bear").

3.2.3 Demonstrates or shows picture of word and asks them to identify the opposite. (Point to it, mark it on a worksheet, etc.)

3.2.4 Identifies one set of antonyms such as big/little in a grade-level appropriate story.

3.2.5 Cuts pictures from magazines to make own dictionary by beginning letters.

3.2.5 Prepares for headphones, turns to listen, looks at screen.

3.2.5 Types targeted words on a computer.

3.2.5 Identifies printed labels, symbols, and signs in the school and community.

Standard 3.3 Fluency - The student identifies words rapidly so that attention is directed to the meaning of the text.

Extended Academic Indicators (EAIs):

3.3.1 Identify letters accurately.

3.3.2 Identify instructional level words and text with consistency.

3.3.3 Identify high frequency words and functional symbols.

3.3.4 Identify targeted sight words.

3.3.5 Identify environmental symbols.

Classroom Activities:

The student:

3.3.1 Identifies familiar pictures/letters.

3.3.2 Identifies targeted word wherever it occurs.

3.3.3 Identifies color or number words within the classroom environment.

3.3.3 Recognizes names or symbols or pictures of common items in the classroom.

3.3.4 Matches prepositions (i.e., over, under) to photos of students demonstrating the prepositions.

3.3.4 Identifies what comes next in the schedule, based on being shown a picture.

3.3.5 Identifies safety signs (e.g., do not enter, stop).

3.3.5 Reacts to familiar people.

Standard 3.4 Comprehension/Critical Literacy - The student interacts with the words and concepts in a text to construct an appropriate meaning.

Extended Academic Indicators (EAIs):

3.4.1 Preview text or media and make predictions.

3.4.2 Make prediction after reading, hearing, or viewing text or media.

3.4.3 Formulate a question about familiar text or media.

3.4.4 Respond to the main idea/events from text or media presentation.

3.4.5 Retell information from text or media.

3.4.6 Identify characteristics of the main characters in a text (e.g., good or bad, happy or sad, nice or mean).

3.4.7 Identify cause/effect of events or actions.

3.4.8 Answer basic comprehension questions (Who? What? Where? When?) about text read or heard.

Classroom Activities:

The student:

3.4.1 Uses art, drama, or dance to respond to a text.

3.4.1 Follows a photo sequence to complete an action.

3.4.1 Practices book orientation and appropriate handling.

3.4.1 Uses prior knowledge to communicate about content of story.

3.4.1 Identifies a personal experience related to reading topic.

3.4.1 Uses a switch to make a choice between two things (e.g., clothing, food or a favorite area, activity or piece of equipment they are positioned in).

3.4.1 Attends to text using a variety of modalities.

3.4.2 Identifies a recurring string of words in a song or story.

3.4.2 Uses concrete objects to illustrate upcoming activities (i.e., tactile schedule).

3.4.2 Shows response to hearing what is next.

3.4.3 Predicts information in a text (e.g., what ingredients might be needed to make something in a recipe) and checks text to confirm.

3.4.4 Recognizes the cover of a book for retelling a story.

3.4.4 Shows response to a visual or tactile stimulus.

3.4.4 Reacts to the telling of a personal experience by using any of the modalities previously listed.

3.4.4 Indicates which food choice he or she likes and does not like.

3.4.5 Sorts two sets of pictures into factual and fictional (e.g., real pictures of rabbits vs. an abstract illustration of a rabbit).

3.4.5 Follows photos doing something as he or she does the task. (Also: Video the student performing task and replay the video, have the student follow what he/she is modeling in the video to complete the sequence or task.)

3.4.5 Makes a “feelings journal” using pictures or symbols.

3.4.6 Responds (anticipate, eye gaze, vocalize, point) to teacher’s questions, after hearing a social story.

3.4.7 Identifies pictures/events that show cause/effect relationships (e.g., selects the picture of rain when shown dark clouds, selects a symbol for food when hungry).

3.4.7 Uses a calendar box to illustrate cause/effect (e.g., when a diaper is shown the student expects to be changed).

3.4.7 Acknowledges he or she is about to eat when given a utensil.

3.4.8 Answers who, what, when, and where questions about what they did during the day.

3.4.8 Answers questions about a story.

3.4.8 Makes journal entries to illustrate comprehension (e.g., showing creative response to text).

Standard 3.5 Literature - The student reads, constructs meaning, and responds to a wide variety of literary forms.

Extended Academic Indicators (EAIs):

3.5.1 Read or listen to texts from various literary genres.

3.5.2 Identify important ideas or story elements (setting/character/plot) from various genres.

3.5.3 Identify similarities or differences between characters, settings, plots in two or more texts or media presentations.

3.5.4 Identify pictures or objects that represent words that rhyme.

3.5.5 Imitate sounds of alliteration.

Classroom Activities:

The student:

3.5.1 Identifies from among two favorite books and requests to read them repeatedly.

3.5.1 Attends to oral reading from beginning to end.

3.5.1 Reads a story on computer.

3.5.2 Reads information about various self-help skills and follows the steps to complete them.

3.5.2 Identifies a picture of a favorite character.

3.5.2 Follows sequence strip to do self-help skills using Picture Exchange Communication System (PECS).

3.5.2 Views pictures or communicates the main idea.

3.5.2 Recognizes the main idea in pictures, books, text, and other print media.

3.5.3 Identifies stories by their settings.

3.5.4 Answers yes or no regarding rhyming word pairs (do these rhyme?).

3.5.5 Vocalizes sounds.

Standard 3.6 Research and Information: The student conducts research and organize information.

Extended Academic Indicators (EAIs):

3.6.1 Locate words in picture dictionary.

3.6.2 Locate topics in a simple picture book.

3.6.3 Use the cover, pictures, and key words of the text to locate information.

3.6.4 Find information in text or media presentation.

3.6.5 Identify a topic of interest.

3.6.6 Locate a variety of resources (e.g., pictures on the Internet, from books, magazines, and newspapers) on the topic.

3.6.7 Access information from charts, maps, graphs, schedules, directions, and diagrams.

Classroom Activities:

The student:

3.6.1 Cuts pictures from magazines to make own dictionary sorted by beginning letters.

3.6.2 Selects between two objects which reflect a specific area like the classroom or bathroom.

3.6.3 Looks at the cover of a book and tells/identifies which one was just read.

3.6.4 Identifies pictures from magazines to illustrate a story he or she has heard read.

3.6.5 Does a picture report about themselves.

3.6.6 Locates information in a text (e.g., point to the mother, the dog).

3.6.6 Goes on a field trip to the library.

3.6.7 Participates in a peer-assisted scavenger hunt within the classroom.

Adapted for

Grade 3

Writing

Writing should be taught as a natural and integral part of the curriculum. Instruction should encourage whole pieces of writing for real purposes and real audiences (and should include all stages of the writing process). Because writing is recursive, the stages may not occur in a linear sequence, but the writer may revert to an activity characteristic of an earlier stage. The stages of the writing process include prewriting, drafting, revising, editing, and publishing.

Standard 3.1 Writing Process – The student will use the writing process to write coherently.

Extended Academic Indicators (EAIs):

3.1.1 Create a list of topic ideas for writing.

3.1.2 Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing, or proofreading, and publishing of sharing.

3.1.3 Organize related ideas together to maintain a consistent focus by establishing a beginning, middle, and an ending.

Classroom Activities:

The student:

3.1.1 Selects a picture/object from a field of three or more items.

3.1.1 Uses a variety of writing tools.

3.1.1 Responds to teacher questions (e.g., Which sentence "sounds" better?).

3.1.1 Shares writing, drawings, or media presentation with peers or adults.

3.1.2 Uses pictures, words, or symbols to develop an idea.

3.1.2 Sequences selected pictures to tell a story.

3.1.2 Expresses a story (i.e., tell, pictures, writing, technology).

3.1.3 Sequences pictures to describe a task.

3.1.2 Uses visual schedules to complete a task.

Standard 3.2 Modes and Forms of Writing – The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.

Extended Academic Indicators (EAIs):

3.2.1 Recognize that language has many uses such as informing, persuading, and entertaining.

3.2.2 Participate in expressing personal narratives.

3.2.3 Participate in the development of "thank you" notes, friendly letters, and invitations.

3.2.4 Reacts to simple rhymes and poems.

Classroom Activities:

The student:

3.2.1 Shares a personal incident, short story, or event relevant to themselves (i.e., photos, pictures, symbols, sentence strips, technology).

3.2.1 Identifies which picture or symbol represents a specific time or event (i.e., gives sign for lunch at lunch time).

3.2.1 Displays appropriate facial or verbal expressions to show feelings, beliefs, or changes in time or mood.

3.2.2 Retells a family story in student's preferred mode of communication.

3.2.2 Shares pictures from a family activity such as a birthday party.

3.2.3 Participates in the development of a letter, invitation, or cards by using symbols, stamping, pictures, words, peer assistance, or technology.

3.2.3 Writes personal notes, cards, and letters using various techniques.

3.2.4 Displays appropriate facial or verbal expressions to show likes or dislikes to various poetry and rhymes.

3.2.4 Participates in a matching activity to choose words that rhyme.

Standard 3.3 Grammar/Usage and Mechanics – The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Extended Academic Indicators (EAIs):

3.3.1 Grammar/Usage: Students are expected to recognize and correctly use nouns, verbs, contractions, and adjectives.

3.3.2 Mechanics: Students are expected to demonstrate appropriate language mechanics.

3.3.3 Punctuation: Students are expected to demonstrate appropriate punctuation in writing.

Classroom Activities:

The student:

3.3.1 Uses preferred method of communication (i.e., voice output device, teacher spoken, sign) to identify different parts of speech.

3.3.1 Develops a sentence or question with a subject and a verb (i.e., verbal, symbols, sentence strips, or written).

3.3.2 Capitalizes his/her first and last name.

3.3.3 Participates in adding proper punctuation marks at the end of a simple sentence.

3.3.3 Uses statements and questions in his/her preferred mode of communication.

Priority Academic Student Skills

Adapted for

Grade 3

Science

The skills should be taught by investigating content, concepts, and principles of major themes in Physical, Life, and Earth/Space Science.

Standard 3.1 **Observe and Measure – Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.**

Extended Academic Indicators (EAIs):

3.1.1 Observe and measure objects, organisms, and/or events using developmentally appropriate Systems International (SI) units (i.e., meters, centimeters, grams, and degrees celsius).

3.1.2 Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events.

Classroom Activities:

The student:

3.1.1 Responds to observation and measurement of classroom/school objects.

3.1.1 Participates in observation and measurement of classroom/school objects.

3.1.1 Measures the outside/inside temperature with a thermometer.

3.1.1 Measures a classroom/school object using appropriate tool.

3.1.1 Selects the appropriate measuring tool for a given measurement activity.

3.1.2 Categorizes or sorts objects into similar/different groups.

3.1.2 Matches pictures or objects that appear similar/different.

Standard 3.2 **Classify – Classifying establishes order. Objects and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.**

Extended Academic Indicators (EAIs):

3.2.1 Classify a set of simple objects, familiar organisms, and/or observable events by observable properties.

3.2.2 Arrange simple objects, familiar organisms, and/or observable events in a serial order.

Classroom Activities:

The student:

3.2.1 Sorts objects by color, texture, or shape.

3.2.1 Matches pictures or symbols with appropriate color, texture, or shape.

3.2.1 Selects an object by specific color, texture, or shape.

3.2.1 Responds to a familiar object or person.

3.2.2 Completes a pattern card or sequencing activity.

3.2.2 Arranges or follows a daily picture schedule.

3.2.2 Sequences picture or objects in order from first to last (i.e., life cycle, individual growth chart).

Standard 3.3 **Experiment and Inquire – Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objects to meet this process standard.**

Extended Academic Indicators (EAIs):

3.3.1 Ask a question about objects, organisms, or events in the environment.

3.3.2 Participate in a simple investigation.

3.3.3 Employ simple equipment and tools such as magnifiers, thermometers, and rulers to gather data.

3.3.4 Recognize potential hazards and practice safety procedures in all science activities.

Classroom Activities:

The student:

3.3.1 Attends to a class/peer discussion about objects, organisms, or events in the environment.

3.3.1 Participates in a nature walk.

3.3.2 Selects appropriate tools for an investigation.

3.3.2 Participates in a scavenger hunt.

3.3.3 Matches tools to use.

3.3.3 Uses a selected tool to complete a specific task.

3.3.3 Attends to a demonstration of the use of a selected tool in completion of a task.

3.3.4 Identifies safety symbols or signs.

3.3.4 Acts out or role plays safety procedure scenarios.

3.3.4 Attends to a demonstration by a community resource agency (i.e., fire department, police department, ambulance).

Standard 3.4 **Interpret and Communicate – Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.**

Extended Academic Indicators:

3.4.1 Use tables, pictorial, and/or simple bar graphs.

3.4.2 Recognize and describe patterns, then make predictions based on patterns.

Classroom Activities:

The student:

3.4.1 Identifies different types of graphs and tables.

3.4.1 Produces a table or graph of specific information in a small group (i.e., favorite cookie, ice cream, pet).

3.4.2 Uses pictures to make predictions about daily/weekly activities.

3.4.2 Uses pattern/sequence cards to predict.

3.4.2 Participates in events related to patterns/predictions (i.e., daily routine, calendar).

Priority Academic Student Skills

Adapted for

Grade 3

Social Studies

The primary focus for the third grade is the development of the student's understanding of the interrelationships of his or her community and other communities, using a global perspective. More extensive map skills are developed and economic principles are addressed from a global perspective.

Standard 3.1 The student will develop and practice the process skills of social studies.

Extended Academic Indicators (EAIs):

3.1.1 Identify and locate information found in resources (such as encyclopedias, visual images, atlases, maps, globes, and computer-based technologies).

3.1.2 Use children's literature to compare his or her own community to the United States communities and global communities.

Classroom Activities:

The student:

3.1.1 Locates Oklahoma on a floor map, globe, atlas, or map.

3.1.1 Using a cut-out shape of Oklahoma, matches it to the state of Oklahoma on a United States map.

3.1.1 Gains geography skills through the use of technology.

3.1.2 Utilizing a graph organizer, compares his/her community to other communities in the United States.

Standard 3.2 The student will examine communities from a spatial perspective.

Extended Academic Indicators (EAIs):

3.2.1 Locate and demonstrate understanding of map symbols (e.g., legend references to land, water, roads, and cities).

3.2.2 Construct simple maps of the seven continents with the essential map elements of title, key, and directional indicators.

3.2.3 Use the equator and prime meridian to identify the four hemispheres.

3.2.4 Develop skills in locating places across the globe.

Classroom Activities:

The student:

3.2.1 Creates an edible map using chocolate kisses for mountains, black licorice for roads, crackers for lakes/oceans.

3.2.1 Matches picture symbol to actual area on map (e.g., road symbol to road, mountain symbol to mountain range).

3.2.2 Creates a simple map of a continent using dough or clay.

3.2.3 Identifies a hemisphere (e.g., globe, map or through a matching game).

3.2.4 Identifies places on a globe (e.g., continent, ocean, mountain range).

Standard 3.3 The student will analyze the human characteristics of communities.

Extended Academic Indicators (EAIs):

3.3.1 Investigate through children's literature (e.g., fables, legends, historical fiction) the cultural similarities and differences among people in different regions, and how they have changed over time.

3.3.2 Compare the ways people in the United States and communities in other countries using art, music and stories to communicate (e.g., storytellers, painting, folk songs).

3.3.3 Identify representative leaders and their roles in the community (e.g., providing essential services and protecting people and property from the actions of others).

3.3.4 Examine the rights and responsibilities of individuals in and to their communities, and identify actions people take to cooperate peacefully and achieve common goals.

Classroom Activities:

The student:

3.3.1 Retells a fable, legend, or historical fiction using story cards, illustrations, or sequencing.

3.3.1 Creates a graph of the cultural similarities and differences among people in different regions (e.g., Venn diagram).

3.3.2 Listens to music from other countries.

3.3.2 Takes a virtual tour of an art museum.

3.3.3 Visits or invites the local police or fire department.

3.3.3 Role plays workers in the community.

3.3.3 Invites community workers to a career fair.

3.3.4 Participates in a skit or play to show cooperation and the rights and responsibilities among people in a community.

3.3.4 Creates a cause/effect activity (e.g., poster).

Standard 3.4 The student will examine the interaction of the environment and the people of a community.

Extended Academic Indicators (EAIs):

3.4.1 Recognize basic types of climate across the globe (e.g., arctic, temperate, tropical) and describe how they affect the way people live, including their food, shelter, transportation, and recreation.

3.4.2 Recognize varying landforms and geographic features (e.g., mountains, plateaus, islands, oceans).

3.4.3 Describe how communities depend upon workers with specialized jobs, giving examples of ways in which they contribute to the exchange of goods and services.

3.4.4 Describe how people change their environments (e.g., farming, building, dams, putting up yard lights).

Classroom Activities:

The student:

3.4.1 Matches climate with items of clothing, shelter, or food.

3.4.1 Role plays people of different climates.

3.4.1 Creates a diorama of the different climates.

3.4.2 Creates a salt/play dough map showing varying landforms and geographic features.

3.4.2 Illustrates landforms and geographic features on a map.

3.4.2 On a map, locates and points to the varying landforms and geographic features.

3.4.3 Matches workers with their jobs.

3.4.3 Creates a graphic organizer of the different workers and the ways they contribute to the community.

3.4.4 Creates a cause/effect diagram showing how people affect and change their environment.

3.4.4 Matches the effect to the change in the environment (e.g., farmer on a tractor/bread products in the store).

Standard 3.5 The student will develop basic economic decision making skills.

Extended Academic Indicators (EAIs):

3.5.1 Recognize the differences between consumers and producers of goods and services.

3.5.2 Recognize that limited resources require people to make choices about producing and consuming goods and services.

3.5.3 Compare the differences among human resources (people at work), natural resources (water, soil, wood, coal), and capital resources (machines, tools, money) used to produce goods and services.

3.5.4 Show the relationship between saving and spending.

Classroom Activities:

The student:

3.5.1 Role plays differences between consumer and procures.

3.5.1 Takes a virtual tour of a farm (e.g., dairy, wheat).

3.5.2 Using a classroom store, makes choices using a limited amount of money.

3.5.2 Participates in a cause/effect activity (i.e., matches gas shortage to gas prices, matches high cost of farming to high cost of food).

3.5.3 Creates a flow chart comparing people at work, natural resources, and capital resources (i.e., oil field worker/oil/fuel for car or home).

3.5.3 Given pictures of human, natural, and capital resources, matches the pictures to the correct column on a labeled chart.

3.5.4 Using sequence cards, shows how saving money helps buy items.

3.5.4 Creates a poster showing items the student can buy for a certain amount of money (i.e., the student could purchase a toy for $20, but not a house, car, or bike).

GRADE 4

Priority Academic Student Skills

Adapted for

Grade 4

Mathematics

The following concepts and skills are required by all students completing fourth grade. The major concepts should be taught in-depth using a variety of methods and applications so that all students have accessibility to and understanding of these concepts.

Standard 4.1 **Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to create, extend, and analyze patterns.**

Extended Academic Indicators (EAIs):

4.1.1 Sort items based on two attributes.

4.1.2 Extend and identify a rule for a visual pattern.

4.1.3 Begin to demonstrate equality by comparing and contrasting the two groups (i.e., objects, sets).

Classroom Activities:

The student:

4.1.1 Responds (anticipate, eye gaze, point) to a group of objects with a common attribute.

4.1.1 Sorts items by color, size and shape.

4.1.2 Uses common items to continue and name a pattern (red, yellow) (bear, block).

4.1.2 Identifies the concept of same or different, when shown two or more groups of items.

Standard 4.2 **Number Sense and Operation – The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers and fractions.**

Extended Academic Indicators (EAIs):

4.2.1 Order numbers one to 20.

4.2.2 Count with 1:1 correspondence to 20.

4.2.3 Indicate the greatest of three collections of items by counting.

4.2.4 Use manipulatives to add and subtract quantities to 20.

4.2.5 Demonstrate an understanding that dividing a "whole" creates smaller pieces.

4.2.6 Estimate two groups of objects and determine which is greater.

Classroom Activities:

The student:

4.2.1 Responds (anticipate, eye gaze, point) to different quantities of 10 or less objects.

4.2.1 Orders number cards to 20.

4.2.1 Recognizes numbers to 20 in and out of sequence.

4.2.2 Counts objects to 20.

4.2.3 Recognizes (respond to, eye gaze, point to) a single collection of objects.

4.2.3 Counts three groups of objects and identifies which is greater.

4.2.4 Uses linking cubes to add quantities to 20.

4.2.5 Cuts and divides whole objects such as paper, play dough.

4.2.6 Shows pictures or objects, (i.e., two jars of jelly beans or marbles) without counting, determine which is greater.

Standard 4.3 **Geometry - The student will use geometric properties and relationships to analyze shapes.**

Extended Academic Indicators (EAIs):

4.3.1 Identify the differences between circles, squares and triangles.

Classroom Activities:

The student:

4.3.1 Counts sides of squares and triangles and compares the number of sides.

Standard 4.4 **Measurement - The student will solve problems using appropriate units of measure in a variety of situations.**

Extended Academic Indicators (EAIs):

4.4.1 Indicate length of an object using nonstandard units of measure.

4.4.2 Associate specific activities in day or night.

4.4.3 Compare two objects and determine which weighs more.

4.4.4 Identify coins and dollar bills.

Classroom Activities:

The student:

4.4.1 Responds (anticipate, eye gaze, point, partially participate) in measuring an item in a nonstandard manner (i.e., foods or clothing).

4.4.1 Uses a nonstandard measure, (i.e., a paper clip) to measure the length of an item (i.e., pencil).

4.4.2 Points to day or night when presented with activity, (e.g., Big Mack or Braille equivalent to associate a picture of nighttime objects [bed] vs. daytime objects).

4.4.3 Predicts which weighs more, rock or cotton ball.

4.4.4 Identifies one and five dollar bills.

Standard 4.5 **Data Analysis - The student will demonstrate an understanding of collection, display, and interpretation of data and probability.**

Extended Academic Indicators (EAIs):

4.5.1 Use tally marks to count to five.

4.5.2 Collect and organize data into a graph.

Classroom Activities:

The student:

4.5.1 Makes a tally mark or uses other system of counting/recording to determine a total when listening to the ringing of a bell.

4.5.1 Tallies the days that the student is in school within a week.

4.5.2 Collects data and creates a graph from physical objects (i.e., favorite clothing, lunch treats, colors, or the weather).

Priority Academic Student Skills

Adapted for

Grade 4

Reading

Reading/Literature: The student applies a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 4.1: Vocabulary - The student develops and expands knowledge of words and word meanings to increase vocabulary.

Extended Academic Indicators (EAIs):

4.1.1 Match vocabulary words to corresponding objects, symbols, pictures, or graphic**.**

4.1.2 Identify/use words with similar meanings. (e.g., small/little/tiny, big/large).

4.1.3 Identify/use antonyms appropriately. (e.g., small/big, fat/skinny, full/empty).

4.1.4 Recognize common affixes and their meaning (e.g., big, bigger, and biggest).

4.1.5 Use resource materials.

Classroom Activities:

The student:

4.1.1a Matches pictures to new vocabulary words from a grade-level story.

4.1.1b Selects a paper with their name on it.

4.1.1c Reacts to their name being called.

4.1.1d Matches first and last name from all names of the class.

4.1.1e Places magnetic letters from left to right to spell their name or words.

4.1.1f Matches printed names to pictures, plays "Roxy's Reading Fish" to identify targeted words.

4.1.1g Repeats a line from a book.

4.1.2a Matches words with various media.

4.1.2b Identifies/uses words with similar meanings learned as part of grade-level instruction.

4.1.3a Responds (anticipate, eye gaze, point) to hello/goodbye appropriately.

4.1.3b Uses four to six sets of antonyms.

4.1.3c Demonstrates or shows picture of word and identifies the opposite. Points to it, marks it on a worksheet.

4.1.4 Sorts objects or pictures by their affixes; big fish, bigger fish, and biggest fish.

4.1.5 Takes class on a library tour.

Standard 4.2 Fluency - The student identifies words rapidly so that attention is directed to the meaning of the text.

Extended Academic Indicators (EAIs):

4.2.1 Identify letters accurately.

4.2.2 Identify instructional level words and text with consistency.

4.2.3 Identify high frequency words and functional symbols.

4.2.4 Identify targeted sight words.

4.2.5 Identify environmental symbols.

Classroom Activities:

The student:

4.2.1a Identifies familiar pictures/letters in (arranged) sequence of up to three.

4.2.1b Differentiates between a familiar vs. unfamiliar person in the environment.

4.2.2 Identifies and circles targeted word in a printed sentence.

4.2.3a Identifies color or number words within the school environment.

4.2.3b Identifies names or logos in the school (restroom signs, exit signs).

4.2.3c Stamps name at the top of the paper.

4.2.3d Stamps name on a sign-in sheet.

4.2.4 Matches pronouns (this is Amy, she is a girl) to photos of students demonstrating them.

4.2.5a Identifies safety signs (fire alarm, slippery floor).

4.2.5b Identifies between morning and afternoon activities.

4.2.5c Reacts to familiar routines.

Standard 4.3 Comprehension/Critical Literacy - The student interacts with the words and concepts in a text to construct an appropriate meaning.

Extended Academic Indicators (EAIs):

4.3.1 Preview text or media and makes predictions.

4.3.2 Make predictions after reading, hearing, or viewing text or media.

4.3.3 Formulate a question about familiar text or media.

4.3.4 Answer basic comprehension questions (Who? What? Where? When?) about a text read or heard.

4.3.5 Respond (anticipate, eye gaze, point) to the main idea/events from text or media presentation.

4.3.6 Retell information from text or media.

4.3.7 Identify characteristics of the main characters in a text (e.g., good or bad, happy or sad, nice or mean).

4.3.8 Identify cause/effect events or actions.

4.3.9 Identify differences between fiction and nonfiction text.

Classroom Activities:

The student:

4.3.1a Predicts information in a text (e.g., what ingredients might be needed to make something in a recipe) and checks text to confirm.

4.3.1b Uses a switch to make a choice among three things (e.g., clothing, food, or a favorite area, activity or piece of equipment they are positioned in).

4.3.2a Uses book cover to pick a book to be read from a choice of two options.

4.3.2b Uses a switch to make a choice of clothing which is appropriate to the current weather, or in response to choices of snacks or a favorite area or piece of equipment they are positioned in (could be a yes or no choice).

4.3.3 Chooses likes and dislikes when presented with multiple choices.

4.3.4a Answers questions in response to a social story.

4.3.4b Answers who, what, when, and where questions about what he or she did over the weekend.

4.3.5a Reacts to the telling of an experience using any of the modalities listed above.

4.3.5b Attends to a story being read aloud.

4.3.6a Participates in a creative response to text.

4.3.6b Makes a weather journal using pictures or Boardmaker™ symbols.

4.3.6c Makes a journal about favorite things, family members, or pets.

4.3.7 Uses photos of themselves doing something as a guide for completing a one-step task. (Also: video the student completing activity, show video, have student follow what they are modeling in the video to complete the sequence or task).

4.3.8a Identifies pictures/events that show cause/effect relationships (e.g., selects the picture of rain when shown dark clouds, selects a symbol for food when hungry).

4.3.8b Uses a calendar box to illustrate cause/effect (e.g., a book for story time).

4.3.8c Chooses the appropriate eating utensil when presented with both a spoon or pencil.

4.3.9 Begins to associate fact and fiction through picture stories (e.g., a picture of a bear living in a house vs. a picture of a bear living in the woods).

Standard 4.4 Literature - The student reads, constructs meaning, and responds to a wide variety of literary forms.

Extended Academic Indicators (EAIs):

4.4.1 Read or listen to texts from various literary genres.

4.4.2 Identify important ideas or story elements (setting/character/plot) from various genres.

4.4.3 Identify similarities or differences between characters, settings, plots in two or more texts or media presentations.

4.4.4 Identify pictures or objects that represent words that rhyme.

4.4.5 Imitate sounds of alliteration.

Classroom Activities:

The student:

4.4.1a Uses a variety of media to read a story.

4.4.1b Indicates a choice of type of story.

4.4.1c Listens to peer read various types of text.

4.4.1d Points to covers of books to choose story; or as a class, votes on which one to read.

4.4.2a Draws a picture of their favorite character.

4.4.2b Follows sequence strip to do self-help skills Picture Exchange Communication System (PECS), with decreased prompts.

4.4.2c Points to pictures about a story that has been read to answer questions.

4.4.3a Identifies the similar settings in the stories.

4.4.3b Identifies two or more stories that have similarities (characters, main idea, setting) from a choice of two or three books.

4.4.4 Selects a word pair that rhymes from among three words.

4.4.5 Imitates sounds.

Standard 4.5 Research and Information: The student conducts research and organizes information.

Extended Academic Indicators (EAIs):

4.5.1 Locate words in picture dictionary.

4.5.2 Locate topics in a simple picture book.

4.5.3 Use the cover, illustrations, and key words in text to locate information.

4.5.4 Find information in text or media presentation.

4.5.5 Identify a topic of interest.

4.5.6 Locate a variety of resources (e.g., pictures on Internet, from books, magazines, newspapers) on the topic.

Classroom Activities:

The student:

4.5.1 Cuts pictures from magazines to make own dictionary sorted by beginning letters.

4.5.2 Selects among three or more objects in place to reflect a specific area, like the classroom or bathroom.

4.5.3 Looks at the cover of a book and tells/identifies, from choice of two options, which story will go with which option.

4.5.4 Cuts out pictures from magazines to illustrate a story he or she has heard.

4.5.5 Completes a picture report on a topic of personal interest.

4.5.6a Locates information in a text (e.g., what ingredients might be needed to make something in a recipe).

4.5.6b Goes on a trip to a play.

4.5.6c Participates in a peer-assisted scavenger hunt within the school.

Adapted for

Grade 4

Writing

Writing - should be taught as a natural and integral part of the curriculum. Instruction should encourage whole pieces of writing for real purposes and real audiences (and should include all stages of the writing process). Because writing is recursive, the stages may not occur in a linear sequence, but the writer may revert to an activity characteristic of an earlier stage. The stages of the writing process include prewriting, drafting, revising, editing, and publishing.

Standard 4.1 Writing Process – The student will use the writing process to write coherently.

Extended Academic Indicators (EAIs):

4.1.1 Use prewriting activities such as creating a topic list or selecting from a list of topics.

4.1.2 Compose first drafts (e.g., selects pictures, words, symbols).

4.1.3 Revise drafts by changing order of pictures, selecting words or colors to add detail to a story.

4.1.4 Edit writing, drawings, or media to communicate complete ideas or sentences by incorporating personal, peer, and/or teacher edits.

4.1.5 Publish writings, drawings, or media presentation with peers or adults.

Classroom Activities:

The student:

4.1.1 Selects or identifies a writing tool (computer, pencil, pen, paper, stamps, peer).

4.1.1 Attends to an object (pictures, school personnel, community personnel, changes in schedules/routine, cross curriculum classes).

4.1.1 Selects a picture/object from a field of two or more for story topic.

4.1.1 Uses writing tools to mark on paper.

4.1.1 Uses writing tools to make marks in a progression from left to right.

4.1.2 Participates in reading activity (peer reading, computer reading, sign language, teacher reading) of a first draft.

4.1.2 Selects teacher provided pictures to tell beginning and ending of story on chosen topics.

4.1.2 Sequences selected pictures to tell a story.

4.1.3 Participates in draft revision by adding detail and specifics to their story (i.e., adjectives by responding to teacher presented choices, selecting pictures, objects).

4.1.4 Edits final draft to improve story by participating in presentation of final draft (e.g., teacher/peer reading of final draft, student reading, voice output device, story board, computer).

4.1.5 Shares final product with one or more people through students selected/preferred mode of communication (e.g., peer reading, student reading, voice output device, story board, computer).

Standard 4.2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.

Extended Academic Indicators (EAIs):

4.2.1 Communicate using pictures, symbols, words, or dictation, sorts pictures/objects into related categories.

4.2.2 Create/express a simple idea in a narrative, descriptive, or persuasive piece.

4.2.3 Participate in the development of a letter or personal message.

4.2.4 Participate in the development of simple poems.

4.2.5 Write narratives (stories) that provide a context within which an action occurs.

4.2.6 Write narratives (stories) that include details that develop the plot.

Classroom Activities:

The student:

4.2.1 Looks at pictures/symbols/objects/words that depict a want or need.

4.2.1 Exchanges pictures/symbols/objects/words that depict a want or a need.

4.2.1 Stamps name on daily work, sign-in sheet, classroom activities – posters.

4.2.2 Arranges pictures/symbols/objects/words to create a simple idea in a narrative story from two or more choices (sentence strips, match pictures to symbols).

4.2.2 Journals activities.

4.2.3 Creates letters, invitations, or cards, using symbols, pictures, words, stamps, peer, technology.

4.2.3 Creates/sends a birthday card to a teacher (stamping their name on it).

4.2.3 Selects symbols and words to convey thanks or appreciation.

4.2.3 Sends a message to a person of their choice (i.e., e-mail or postal mail).

4.2.3 Stamps return address on envelope/outgoing mail.

4.2.3 Creates an invitation to a party/event.

4.2.3 Uses a computer and switch to choose messages to place in a card or letter.

4.2.4 Selects/matches rhyming words to create a poem (e.g., sentence strips, single words, ending sounds, picture symbols, eye gaze).

4.2.4 Arranges/selects/writes words to create a poem.

4.2.5 Recognizes action verbs in spoken language.

4.2.5 Retells a simple story which includes action words.

4.2.5 Selects from a group of pictures those depicting action verbs.

4.2.6 Retells a minimum of a three sentence story with beginning, middle, end (e.g., pictures, symbols, sentence strips).

4.2.6 Tells a personal story (e.g., pictures, symbols, sentence strips, technology).

4.2.6 Writes a story (e.g., pictures, symbols, technology).

Standard 4.3 **Grammar/Usage and Mechanics** - The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Extended Academic Indicators (EAIs):

4.3.1 Use nouns and verbs in the writing process.

4.3.2 Use mechanics of written language in the areas of capitalization.

4.3.3 Use mechanics of written language in the areas of punctuation.

4.3.4 Create simple sentences and questions.

4.3.5 Correctly spell high-frequency words in writing.

4.3.6 Create a legible writing.

Classroom Activities:

The student:

4.3.1 Chooses a picture of single and plural nouns (book/books).

4.3.1 Uses single and plural noun forms in spoken language.

4.3.1 Recognizes single and plural nouns in picture stories.

4.3.1 Recognizes single and plural nouns in written stories.

4.3.1 Recognizes people by their names (peers, teachers, self).

4.3.1 Uses proper nouns in spoken language.

4.3.1 Recognizes proper nouns in written stories.

4.3.2 Capitalizes first letter of name.

4.3.2 Capitalizes titles (e.g., books, magazines, newspapers, stories).

4.3.2 Recognizes their name capitalized.

4.3.2 Capitalizes first word of sentence.

4.3.3 Recognizes ending punctuation.

4.3.3 Uses ending punctuation – period and question marks.

4.3.3 Recognizes commas, apostrophes, colons, quotation marks in written language.

4.3.4 Formulates a simple request (e.g., gesture, voice, written).

4.3.4 Recognizes the difference between a statement and a question.

4.3.4 Formulates simple questions with a subject and a verb.

4.3.4 Develops a simple sentence with a subject and a verb (e.g., pictures, sentence strips, technology).

4.3.5 Matches appropriate high-frequency words in a dictated sentence/phrase (e.g., I, a, the).

4.3.5 Selects correctly spelled word from a field of two or more (e.g., their name, safety words, family, environmental words).

4.3.6 Creates a legibly written, copied, typed, brailled, or signed writing.

4.3.6 Writes first letter of student's name.

4.3.6 Writes student's first name.

4.3.6 Drafts a simple sentence.

Adapted for

Grade 4

Social Studies

The primary focus for the fourth grade is to explore regional United States geography, including the physical and human characteristics of the state of Oklahoma. Fourth graders use geographic tools to analyze the influence of the environment on the growth and development of all major regions of the United States. Economic and civics concepts are also presented within the context of United States geography.

Standard 4.1 The student will develop and practice the process skills of social studies.

Extended Academic Indicators (EAIs):

4.1.1 Locate and gather information from research materials (such as encyclopedias, atlases, newspapers, photographs, visual images, and computer-based technologies).

4.1.2 Construct timelines of events in the development of the regions of the United States.

Classroom Activities:

The student:

4.1.1 Given a topic, locates information using various research materials.

4.1.1 Points to, eye gazes, or matches a certain topic to the best method of research (e.g., climate/encyclopedia).

4.1.2 Creates a timeline using pictures, putting important events in order.

4.1.2 Matches pictures to dates on a timeline.

Standard 4.2: The student will analyze the regions of the United States from a spatial perspective.

Extended Academic Indicators (EAIs):

4.2.1 Locate geographic information using primary and secondary sources (such as atlases, charts, graphs, and visual images).

4.2.2 Identify basic political, physical, and thematic maps.

4.2.3 Construct maps of the regions of the United States, the continents, and the world using map skills such as relative location and direction.

4.2.4 Locate on a map and identify the state where they live.

Classroom Activities:

The student:

4.2.1 Given a choice between primary and secondary source, determines the best resource to use to find information on a topic.

4.2.2 Classifies maps by category placing them in the correct column on a chart.

4.2.2 Identifies the type of map after hearing a description of its characteristics.

4.2.3 Creates a map using play dough or salt to show the regions of the United States.

4.2.3 Points to the specific item requested (e.g., point to Africa).

4.2.3 Using a floor map, identifies a point farthest away from, closest to, or behind him/her.

4.2.4 Finds a state on the floor map.

4.2.4 Given a United States map, points to the state he or she lives in.

Standard 4.3: The student will examine the unique and common features of the physical systems of the regions of the United States.

Extended Academic Indicators (EAIs):

4.3.1 Identify the major landforms and bodies of water of the United States.

4.3.2 Compare the vegetation, climate, and the natural resources of regions of the United States.

4.3.3 Recognize how the major physical features were formed and continue to change (e.g., landforms and bodies of water).

Classroom Activities:

The student:

4.3.1 Points to one of the oceans, Great Lakes, mountain ranges, or major rivers.

4.3.1 Given the names of the major landforms or bodies of water, matches the symbol or name to the correct place on the map.

4.3.1 Color codes a United States map showing mountain ranges, rivers, bodies of water, etc.

4.3.2 Places natural, climate, and vegetation resource symbols on a United States regional map.

4.3.2 On a chart, places pictures/symbols of what could be found in the desert compared to what could be found on the plains.

4.3.3 Participates in activities that show how rivers and mountains are formed and change (e.g., make a volcano, clay/play dough, water erosion).

4.3.3 Places sequencing cards in order to show progression of growth and change of land and bodies of water.

Standard 4.4: The student will describe the human systems (e.g., migrations, settlements, cultural mosaics, and economic interdependence) identified with the major regions of the United States, including human interaction with the environment.

Extended Academic Indicators (EAIs):

4.4.1 Identify the characteristics of early human settlements in the regions of the United States.

4.4.2 Explain how people adapt to their environment (such as agricultural efforts, housing, occupations, industries, transportation, and communication).

4.4.3 Describe how people attempt to resolve geographic challenges (e.g., bridges, dams, tunnels, irrigation systems, and landfills).

Classroom Activities:

The student:

4.4.1 Reacts to pictures or videos portraying early human settlements in the United States.

4.4.1 Gains knowledge of characteristics of early human settlements in the United States by collecting pictures, viewing media, listening to stories/books.

4.4.1 Matches picture/symbols to show where certain early human settlements were located.

4.4.2 Using pictures/symbols to show available resources, matches to dwellings, occupations, industries, transportation, and agriculture.

4.4.3 Matches the geographic challenge to the solution (e.g., river/bridge, mountain/tunnel).

Standard 4.5: The student will demonstrate an understanding of the unique features which contributed to the settlement of the state of Oklahoma.

Extended Academic Indicators (EAIs):

4.5.1 Identify major historical individuals, entrepreneurs, and groups (e.g., Sequoyah, the Boomers and the Sooners, and Frank Phillips).

4.5.2 Describe major events of Oklahoma's past (such as settlements by Native Americans, cattle drives, land runs, statehood, and the discovery of oil).

4.5.3 Describe the use of Oklahoma's natural resources by early visitors and settlers (e.g., salt, bison, oil, coal, timber, and sod).

4.5.4 Identify state, local governing bodies, and officials that make laws and carry out laws (e.g., the state legislature, city councils, governor, and mayors).

Classroom Activities:

The student:

4.5.1 Matches the individuals, entrepreneurs, or groups with their accomplishment.

4.5.1 Gains knowledge of major historical individuals, entrepreneurs, and groups by collecting pictures, viewing media, and listening to stories/books.

4.5.2 Role plays a major event in Oklahoma's past (e.g., land run, cattle drive, Trail of Tears).

4.5.2 Participates in activities depicting a major event in Oklahoma's past.

4.5.2 Creates a timeline of major events of Oklahoma's past.

4.5.3 Matches the natural resources to how they were used by early visitors and settlers in Oklahoma.

4.5.3 Creates a graphic organizer to show the natural resources and their uses.

4.5.4 Visits the local city/county office or the state capital.

4.5.4 Invites state, local governing bodies, or officials to visit and share in the classroom.

4.5.4 Role plays officials and their duties.

Adapted for

Grade 4

Science

Science should be taught by investigating content, concepts, and principles of major themes in Physical, Life, and Earth/Space Sciences.

Standard 4.1 **Observe and Measure - Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.**

Extended Academic Indicators (EAIs):

4.1.1 Observe and measure objects, organisms, and/or events (e.g., mass, length, time, volume, temperature) using Systems International (SI) units (i.e., grams, milligrams, meters, millimeters, centimeters, kilometers, liters, milliliters, and degrees celsius).

4.1.2 Compare and/or contrast similar and/or different characteristics (e.g., color, shape, size, texture, sound, position, change) in a given set of objects organisms or events.

Classroom Activities:

The student:

4.1.1 Responds to observation and measurement of classroom/school objects.

4.1.1 Identifies the appropriate measurement tool.

4.1.1 Matches the tool to the appropriate measuring activity.

4.1.2 Sorts objects by color, shape, size, texture, sound, position or change.

4.1.2 Uses a shape sorter to compare/contrast shapes.

4.1.2 Matches pictures/objects to appropriate sound (i.e., bingo, computer game, cards).

Standard 4.2: Classify - Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

Academic Indicators (EAIs):

4.2.1 Classify a set of objects, organisms, and/or events using two or more observable properties (e.g., simple dichotomous keys).

4.2.2 Arrange objects, organisms, and/or events in serial order (e.g., least to greatest, fastest to slowest).

Classroom Activities:

The student:

4.2.1 Identifies a group according to a specific characteristic (i.e., boy/girl, animal/human, fly/walk, eat/don't eat).

4.2.1 Sorts pictures/objects by one property (size, shape, wet, dry, etc.).

4.2.2 Uses nesting toys/activities to arrange objects.

4.2.2 Participates in a daily picture schedule.

4.2.2 Arranges pictures or events in sequential order.

Standard 4.3 Experiment - Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard.

Extended Academic Indicators (EAIs):

4.3.1 Participate in a scientific investigation.

4.3.2 Recognize potential hazards and practice safety procedures in all science investigations.

Classroom Activities:

The student:

4.3.1 Participates in a nature walk.

4.3.1 Participates in a scavenger hunt to locate two of five specified items.

4.3.1 Attends to or participates in a cooking activity (make kool-aid, cookies, etc.).

4.3.2 Identifies pictures/symbols of safety signs.

4.3.2 Illustrates a safety scenario.

4.3.2 Attends to a community safety presentation (i.e., fire, police, ambulance).

Standard 4.4: **Interpret and Communicate - Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.**

Extended Academic Indicators (EAIs):

4.4.1 Use data tables, line, bar, trend and/or simple circle graphs.

4.4.2 Make predictions base d on patterns in experimental data.

4.4.3 Communicate the results of investigations and/or give explanations based on data.

Classroom Activities:

The student:

4.4.1 Identifies various types of tables and graphs.

4.4.1 Matches a graph or table to appropriate activity.

4.4.2 Makes a prediction about a cooking activity (i.e., look at the box and predict what will be cooked, look at the size of cookie dough and predict the size of the baked cookie). The prediction could be made through a drawing, vocalization, eye gaze, etc.

4.4.2 Responds to a simple pattern of preferred or specific items (i.e., anticipate, eye gaze, or point).

4.4.2 Imitates simple patterns.

4.4.3 Produces a table/graph based on data from investigation/prediction activity.

4.4.3 Retells the steps/outcome of an investigation (i.e., pictures, drawing, vocalization).

4.4.3 Participates in a small group activity producing a graph/table or retelling the steps/outcome of an investigation.

GRADE 5

Priority Academic Student Skills

Adapted for

Grade 5

Mathematics

The following concepts and skills are required by all students completing fifth grade. The major concepts should be taught in-depth using a variety of methods and applications so that all students have accessibility to and understanding of these concepts.

Standard 5.1 Algebraic Reasoning: Patterns and Relationships – The student will use algebraic methods to describe patterns and solve problems in a variety of contexts.

Extended Academic Indicators (EAIs):

5.1.1 Demonstrate the ability to recognize, duplicate, create, and record simple number patterns encountered in classroom and nonclassroom settings.

5.1.2 Demonstrate the concept that an equation is two sets of equal things.

Classroom Activities:

The student:

5.1.1 Responds (anticipate, eye gaze, point) to a simple pattern of preferred items.

5.1.1 Imitates simple patterns of preferred items or numbers.

5.1.1 Indicates on a counting chart specific number patterns (2s, 5s, and 10s).

5.1.2 Uses manipulatives (e.g., balance scale, number cards) to demonstrate both sides must be equal.

Standard 5.2 Number Sense and Operation – The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers, fractions, and decimals.

Extended Academic Indicators (EAIs):

5.2.1 Demonstrate knowledge of place value using models less than 50.

5.2.2 Identify and name numbers or quantities of numbers to 50 in and out of sequence.

5.2.3 Show an awareness that the term “a half” is less than “a whole.”

5.2.4 Show an awareness that repeated division of an object produces smaller pieces.

5.2.5 Demonstrate understanding that some things come in pairs and be able to count pairs.

5.2.6 Use manipulatives to add and subtract quantities to 50 without regrouping.

Classroom Activities:

The student:

5.2.1 Responds (anticipate, eye gaze, point) to which is more or less between two sets.

5.2.1 Use manipulatives to model groups of ones and tens.

5.2.1 Compares and orders two-digit numbers.

5.2.2 Assigns objects on a one to one basis (e.g., filling candy bags for sale at class store, passing out papers).

5.2.2 Counts groups of objects to identify quantity.

5.2.2 Identifies numbers on a flash card.

5.2.3 Indicates which is more, half or whole sandwich, candy bar, or pizza.

5.2.4 Divides food items (e.g., candy bars, crackers, vegetables).

5.2.5 Matches socks, mittens, earrings, or shoes, to show an understanding of pairs.

5.2.6 Uses items of choice to show addition and subtraction to 50 without regrouping.

Standard 5.3 Geometry - The student will apply geometric properties and relationships.

Extended Academic Indicators (EAIs):

5.3.1 Indicate items in the environment that are circles, squares, and triangles.

Classroom Activities:

The student:

5.3.1 Interacts with (anticipate, eye gaze, vocalize, point, partially participate) round, square, and triangle-shaped objects.

5.3.1 Names the shapes of different objects in the classroom.

5.3.1 Finds something in the room that is round, square, or triangular.

Standard 5.4 Measurement - The student use appropriate units of measure to solve problems in a variety of contexts.

Extended Academic Indicators (EAIs):

5.4.1 Identify items as the same length, shorter, or longer than a given model.

5.4.2 Estimate whether an object is too large or too small for a receptacle.

5.4.3 Identify items as too hot to touch.

5.4.4 Indicate the appropriate instruments with which to measure time, weight, length or height, and temperature.

5.4.5 Identify coins and dollars and indicate values.

Classroom Activities:

The student:

5.4.1 Demonstrates shorter and longer (e.g., pencil size, human beings).

5.4.1 Uses a six- or twelve-inch ruler and compares objects.

5.4.1 Uses a shape sorter.

5.4.1 Compares baby clothes to fifth-grade clothes.

5.4.2 Uses school mailboxes to decide if a package will fit in the box.

5.4.2 Demonstrates understanding of size by investigating if a bag of trash will fit inside the trash can.

5.4.3 Uses pictures and objects to decide if an item is too hot (e.g., water, food, iron, heater).

5.4.4 Indicates the appropriate measurement tool by pointing to available choices (e.g., ruler, thermometer, scale) when responding to teacher questions.

5.4.5 Matches coins with the value equal to values shown on cards.

5.4.5 Provides correct amount of coins to purchase a snack.

Standard 5.5 Data Analysis - The student will use data analysis, statistics and probability to interpret data in a variety of contexts.

Extended Academic Indicators (EAIs):

5.5.1 Analyze data to create and interpret tables and graphs. The student will use data from a chart, graph, or table and make simple predictions.

Classroom Activities:

The student:

5.5.1 Uses concrete items or objects to respond to a graph.

5.5.1 Sorts fruit, sorts children as to male and female, clothing, candy, into graphs, charts, and tables, and identifies the number.

5.5.1 Uses chocolate candies to make predictions of what color is most prevalent in the package.

5.5.1 Makes weather predictions about the following day.

Adapted for

Grade 5

Reading

Reading/Literature: The student applies a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 5.1: Vocabulary - The student develops and expands knowledge of words and word meanings to increase vocabulary.

Extended Academic Indicators (EAIs):

5.1.1 Match vocabulary words to corresponding objects, symbols, pictures, or graphics.

5.1.2 Identify/use words with similar meanings (e.g., small/little/tiny, big/large).

5.1.3 Identify/use antonyms appropriately (e.g., small/big, fat/skinny, full/empty).

5.1.4 Identify homophones (e.g., flour/flower) and homographs (e.g., live/live) used in context.

5.1.5 Identifies pictures or situations that illustrate simple similes (e.g., fat as a pig, small as a mouse).

5.1.6 Find meaning of words in a variety of resources (e.g., picture dictionary/ thesaurus/computer).

Classroom Activities:

The student:

5.1.1 Matches symbols to new vocabulary words from a grade-level story.

5.1.1 Identifies eight to ten sets of synonyms of vocabulary words.

5.1.1 Matches first and last name from all of the names of the class.

5.1.1 Cuts out pictures from magazines to make own dictionary by beginning letters.

5.1.1 Responds (anticipate, eye gaze, point) to or reacts to name in print.

5.1.1 Reacts to the sound of language.

5.1.1 Repeats a stanza or refrain from a song or a poem.

5.1.2 Matches the appropriate picture to the simile or metaphor (e.g., “Sarah is as pretty as a picture” to a picture of Sarah; “Clouds are cotton candy in the sky” to a picture of airy clouds).

5.1.2 Displays attention to surroundings, people, or materials.

5.1.2 Uses resource materials and aids.

5.1.3 Demonstrates understanding of the difference between hot and cold weather.

5.1.3 Identifies the opposite (points to it, marks it on a worksheet) when shown a picture of a word.

5.1.3 Initiates hello/good-bye.

5.1.4 Recognizes that the same word may have multiple meanings (homophones/homographs).

5.1.5 Sorts by gender, places, or other categories of objects that are used.

5.1.6 Chooses to listen to favorite CD by selecting it from a field of five.

5.1.6 Chooses video game to play from selection of five.

5.1.6 Types targeted words on AlphaSmart®.

5.1.6 Matches words with various media.

5.1.6 Places magnetic letters from left to right to spell his or her name or familiar words.

5.1.6 Identifies labels, symbols, and signs in the school and community.

Standard 5.2 Fluency - The student identifies words rapidly so that attention is directed to the meaning of the text.

Extended Academic Indicators (EAIs):

5.2.1 Identify letters accurately.

5.2.2 Identify instructional level words with consistency.

5.2.3 Identify high frequency words and functional symbols.

5.2.4 Read simple text with fluency.

Classroom Activities:

The student:

5.2.1 Identifies familiar pictures/letters in (arranged) sequence of up to five.

5.2.1 Holds a book appropriately for silent reading.

5.2.2 On a printed sentence, circles specific word in a sentence wherever it occurs.

5.2.2 Sings with a karaoke tape.

5.2.3 Identifies color or number words in the community.

5.2.3 Identifies name or logos in your community, such as favorite restaurants.

5.2.3 Identifies safety signs (flammable, high voltage, poison).

5.2.4 Identifies adjectives to photos of students demonstrating them.

5.2.4 Identifies the difference of smooth vs. rough texture.

5.2.4 Identifies the difference in good and bad smells.

5.2.4 Identifies the difference in touching cold vs. hot food.

Standard 5.3 Comprehension/Critical Literacy - The student interacts with the words and concepts in a text to construct an appropriate meaning.

Extended Academic Indicators (EAIs):

5.3.1 Preview text or media and make predictions.

5.3.2 Revise predictions after reading, hearing, or viewing text or media.

5.3.3 Use pictures and context to support comprehension of unfamiliar text.

5.3.4 Formulate a question about familiar text or media.

5.3.5 Respond to the main idea/events from text or media presentation.

5.3.6 Retell information from text or media.

5.3.7 Identify characteristics of the main characters in a text (e.g., good or bad, happy or sad, nice or mean).

5.3.8 Identify how a character changes in a course of a story.

5.3.9 Identify cause/effect events or actions.

5.3.10 Answer basic comprehension questions (Who? What? Where? When?).

5.3.11 Use different types of text to gain information.

Classroom Activities:

The student:

5.3.1 Predicts information in a text (e.g., what ingredients might be needed to make something in a recipe) and checks text to confirm.

5.3.1 Uses a switch to make a choice among three or more things (e.g., clothing, food, or a favorite area, activity or piece of equipment they are positioned in).

5.3.2 Looks at the cover of a book and tells/identifies, from choice of two options/answers yes/no questions regarding what the book will be about/looks like.

5.3.2 Uses concrete objects to illustrate upcoming activities (tactile schedule).

5.3.2 Responds (anticipate, eye gaze, point) appropriately to hearing what is next.

5.3.2 Identifies a recurring string of words in a song or story.

5.3.3 Responds (anticipate, eye gaze, point) to a visual or tactile stimulus.

5.3.4 Asks a question.

5.3.5 Identifies favorite artists from selection of CDs or from a magazine.

5.3.5 Reacts to the telling of a personal experience using any of the modalities listed above.

5.3.5 Watches a commercial and talks about what it is selling and if he or she wants to buy it.

5.3.6 Use art, drama, or dance to respond to a text.

5.3.6 Demonstrates comprehension of reading by responding verbally or physically.

5.3.6 Makes an activities journal using pictures or symbols.

5.3.6 Makes daily journal entries in preferred mode.

5.3.6 Makes a journal about favorite activities or family members, pets, etc.

5.3.7 Uses photos of him-/herself doing something as a model to follow as they complete a multiple task. (Also: Video the student engaged in task, replay the video, and have them follow what they are modeling in the video to complete the sequence or task.)

5.3.8 Answers yes/no questions regarding a character at the beginning and at the end of the story.

5.3.9 Follows a photo sequence to complete an action.

5.3.9 Identifies pictures/events that show cause/effect relationships (e.g., selects the picture of a bus when it is time to go, selects a picture of related service people for an activity).

5.3.9 Uses a switch to make a choice of clothing appropriate to the current weather, or in response to choices of snacks or a favorite area or piece of equipment they are positioned in (this could be a yes or no choice).

5.3.9 Uses a calendar box to illustrate cause/effect (e.g., CD, knows that he will listen to music).

5.3.9 Chooses an appropriate object that goes with named activity.

5.3.9 Recognizes the time for a specific activity (e.g., time to lie down, time to eat, time to go home) when given a familiar prompt.

5.3.10 Answers questions about a story.

5.3.10 Answers questions about a social story.

5.3.10 Answers who, what, when, and where questions about what they did over the last week.

5.3.11 Makes journal entries to illustrate comprehension (showing creative response to text).

5.3.11 Uses audio books, books on computer, CD, and acts out plays.

Standard 5.4 Literature - The student reads, constructs meaning, and responds to a wide variety of literary forms.

Extended Academic Indicators (EAIs):

5.4.1 Read or listen to texts from various literary genres.

5.4.2 Identify important ideas or story elements (setting/character/plot) from various genres.

5.4.3 Identify similarities or differences between characters, settings, and plots in two or more texts or media presentations.

5.4.4 Identify pictures or objects that represent words that rhyme.

5.4.5 Imitate sounds of alliteration.

5.4.6 Identify whether a text is factual or fiction.

5.4.7 Identify the author's purpose (e.g., to make you laugh, to give information, or to convince you to do something).

5.4.8 Listen to and respond (anticipate, eye gaze, point) to literary works from different cultures.

Classroom Activities:

The student:

5.4.1 Talks about favorite types of music to introduce genres.

5.4.1 Talks about categories of foods or colors and introduce genres of literature as an extension.

5.4.2 Draws a picture of the main character.

5.4.2 Follows sequence strip to do self-help skills Picture Exchange Communication System (PECS), independently.

5.4.3 Identifies similar settings in stories.

5.4.3 Identifies two or more stories that have similarities (characters, main idea, setting, etc.) from a choice of two or three books.

5.4.3 Answers yes/no questions regarding similarities between two or more books.

5.4.4 Matches word pairs that rhyme.

5.4.5 Repeats multiple syllable sounds.

5.4.6 Creates an imaginary story using PECS.

5.4.7 Identifies the author's purpose, using a voice output switch, or by marking a symbol or photo after hearing a story.

5.4.8 Studies and celebrates cultural events, taking photos for poster or scrapbook.

5.4.8 Listens to, views, or reads stories which tell about characters in American culture.

5.4.8 Responds (anticipate, eye gaze, point) to historically and culturally significant literature.

Standard 5.5 Research and Information: The student conducts research and organizes information.

Extended Academic Indicators (EAIs):

5.5.1 Locate words in picture dictionary.

5.5.2 Locate topics in a simple picture book.

5.5.3 Use the cover, illustrations, and key words to locate information.

5.5.4 Find information in text or media presentation.

5.5.5 Select a topic of interest and gather information about topic.

5.5.6 Identify at least two reasonable sources of information for answering a question (e.g., look in dictionary, ask the teacher).

5.5.7 Use maps, charts, and illustrations to access information.

Classroom Activities:

The student:

5.5.1 Follows a four-picture schedule.

5.5.1 Follows four-sequenced pictures to complete a task.

5.5.1 Composes a story using PECS or photographs.

5.5.1 Compares and contrasts two items (sweet and sour, pleasant and offensive smells, soft and rough, loud and soft sounds, dark and light).

5.5.1 Illustrates results of survey with colors or candy.

5.5.2 Selects from four objects in a place to reflect a specific area, such as the classroom or bathroom.

5.5.3 Looks at the cover and title of a book and tells/identifies from choice of two options what the story is about.

5.5.4 Cuts out pictures from magazines to illustrate a story they have heard and paste on story board.

5.5.5 Does a picture report on a class activity.

5.5.6 Predicts information in a text (e.g., what ingredients might be needed to make something in a recipe) and checks text to confirm.

5.5.6 Goes on a trip to a movie.

5.5.7 Participates in a peer-assisted scavenger hunt in the neighborhood.

5.5.7 Follows multistep directions to play a video game.

5.5.7 Follows multistep directions to prepare food.

5.5.7 Follows pictogram to do the laundry.

5.5.7 Follow PECS sequence to water a plant, feed a pet, etc.

5.5.7 Follows multistep directions to accomplish a task.

Priority Academic Student Skills

Adapted for

Grade 5

Writing

WRITING - should be taught as a natural and integral part of the curriculum. Instruction should encourage whole pieces of writing for real purposes and real audiences (and should include all stages of the writing process). Because writing is recursive, the stages may not occur in a linear sequence, but the writer may revert to an activity characteristic of an earlier stage. The stages of the writing process include prewriting, drafting, revising, editing, and publishing.

Standard 5.1: Writing Process - The student uses the writing process to write coherently.

Extended Academic Indicators (EAIs):

5.1.1 Use prewriting activities such as marking/writing, selecting from a list of topics, clustering pictures/objects.

5.1.2 Compose first drafts (e.g., selects pictures, words, symbols).

5.1.3 Revise drafts by changing order of pictures, selecting words or colors to add detail to story.

5.1.4 Edit writing, drawings, or media to communicate complete ideas or sentences by incorporating personal, peer, and/or teacher edits.

5.1.5 Publish writings, drawings, or media presentation with peers or adults.

Classroom Activities:

The student:

5.1.1 Selects or identifies a writing tool (computer, pencil, pen, paper, stamps, peer).

5.1.1 Attends to an object (pictures, school personnel, community personnel, changes in schedules/routine, cross-curriculum classes).

5.1.1 Selects a picture/object from a field of two or more for story topic.

5.1.1 Uses writing tools to mark on paper.

5.1.1 Uses writing tools to make marks in a progression from left to right.

5.1.2 Participates in reading activity (peer reading, computer reading, sign language, teacher reading) of a first draft.

5.1.2 Selects teacher provided pictures to tell beginning and ending of story on chosen topics.

5.1.3 Participates in draft revision by adding detail and specifics to their story (i.e., adjectives by responding to teacher presented choices, selecting pictures, objects).

5.1.4 Edits final draft to improve story by participating in presentation of final draft (e.g., teacher/peer reading of final draft, student reading, voice output device, story board, computer).

5.1.5 Shares final product with one or more people through students selected/preferred mode of communication (e.g., peer reading, student reading, voice output device, story board, computer).

Standard 5.2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.

Extended Academic Indicators (EAIs):

5.2.1 Communicate using pictures, symbols, words, or dictation, sorts pictures/objects into related categories.

5.2.2 Create/express a simple idea in a narrative, descriptive, or persuasive piece.

5.2.3 Create a letter or personal message.

5.2.4 Write simple poems.

5.1.5 Write narratives (stories) that provide a context within which an action occurs.

5.2.6 Write narratives (stories) that include details that develop the plot.

Classroom Activities:

The student:

5.2.1 Looks at pictures/symbols/objects/words that depict a want or need.

5.2.1 Exchanges pictures/symbols/objects/words that depict a want or a need.

5.2.1 Stamps name on daily work, sign-in sheet, classroom activities – posters.

5.2.2 Arranges pictures/symbols/objects/words to create a simple idea in a narrative story from two or more choices (sentence strips, match pictures to symbols).

5.2.2 Journals activities.

5.2.3 Creates letters, invitations, or cards, using symbols, pictures, words, stamps, peer, technology.

5.2.3 Creates/sends a birthday card to a teacher (stamping their name on it).

5.2.3 Selects symbols and words to convey thanks or appreciation.

5.2.3 Sends a message to a person of their choice (i.e., e-mail or postal mail).

5.2.3 Stamps return address on envelope/outgoing mail.

5.2.3 Creates an invitation to a party/event.

5.2.3 Uses a computer and switch to choose messages to place in a card or letter.

5.2.4 Selects/matches rhyming words to create a poem (e.g., sentence strips, single words, ending sounds, picture symbols, eye gaze).

5.2.4 Arranges/selects/writes words to create a poem.

5.2.5 Recognizes action verbs in spoken language.

5.2.5 Retells a simple story which includes action words.

5.2.5 Selects from a group of pictures those depicting action verbs.

5.2.6 Retells a minimum of a three sentence story with beginning, middle, end (e.g., pictures, symbols, sentence strips).

5.2.6 Tells a personal story (e.g., pictures, symbols, sentence strips, technology).

5.2.6 Writes a story (e.g., pictures, symbols, technology).

Standard 5.3 Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Extended Academic Indicators (EAIs):

5.3.1 Use nouns and verbs in the writing process.

5.3.2 Use mechanics of written language in the areas of capitalization.

5.3.3 Use mechanics of written language in the areas of punctuation.

5.3.4 Create simple sentences and questions.

5.3.5 Correctly spell high-frequency words in writing.

5.3.6 Creates a legible writing.

Classroom Activities:

The student:

- 5.3.1 Chooses a picture of single and plural nouns (book/books).
- 5.3.1 Uses single and plural noun forms in spoken language.
- 5.3.1 Recognizes single and plural nouns in picture stories.
- 5.3.1 Recognizes single and plural nouns in written stories.
- 5.3.1 Recognizes people by their names (peers, teachers, self).
- 5.3.1 Uses proper nouns in spoken language.
- 5.3.1 Recognizes proper nouns in written stories.
- 5.3.2 Capitalizes first letter of name.
- 5.3.2 Capitalizes titles (e.g., books, magazines, newspapers, stories).
- 5.3.2 Recognizes their name capitalized given a choice.
- 5.3.2 Capitalizes first word of sentence.
- 5.3.3 Recognizes ending punctuation.
- 5.3.3 Uses ending punctuation – period and question marks.
- 5.3.3 Recognizes commas, apostrophes, colons, quotation marks in written language.
- 5.3.4 Formulates a simple request (e.g., gesture, voice, written).
- 5.3.4 Recognizes the difference between a statement and a question.
- 5.3.4 Formulates simple questions with a subject and a verb.
- 5.3.4 Develops a simple sentence with a subject and a verb (e.g., pictures, sentence strips, technology).
- 5.3.5 Matches appropriate high-frequency words in a dictated sentence/phrase (e.g., I, a, the).
- 5.3.5 Selects correctly spelled word from a field of two or more (e.g., their name, safety words, family, environmental words).
- 5.3.6 Creates a legibly written, copied, or typed, brailled or signed writing.
- 5.3.6 Writes first letter of student's name.
- 5.3.6 Writes student's first name.
- 5.3.6 Drafts a simple sentence.

Priority Academic Student Skills

Adapted for

Grade 5

Social Studies

The primary focus for the fifth grade students relates to the history of the United States from early European explorations to approximately 1850. Fifth graders will continue to learn fundamental concepts in civics, economics, and geography. Students will study United States history thematically and chronologically, and examine the everyday life of people at different times in our history.

Standard 5.1: The student develops and demonstrates the process skills of social studies.

Extended Academic Indicators (EAIs):

5.1.1 Construct timelines from significant events in United States history.

Classroom Activities:

The student:

5.1.1 Responds (anticipate, eye gaze, point) to pictures of significant early United States History events.

5.1.1 Uses a timeline to sequence recent personal events.

5.1.1 Gains knowledge of significant events in United States History (i.e., collecting pictures, viewing media, listening to stories/books) in relation to pilgrims – Plymouth Rock, Columbus - ships, Washington – Crossing the Delaware.

Standard 5.2: The student describes the early exploration of America.

Extended Academic Indicators (EAIs):

5.2.1 Identify benefits and negative impact of explorations for both Native Americans and Europeans.

Classroom Activities:

The student:

5.2.1 Reacts to movies portraying interactions between Indians and European explorers.

5.2.1 Gains knowledge of famous explorers to area "discovered" by collecting pictures, viewing media, listening to stories/books (i.e., Columbus, Magellan, Coronado, Cortes).

5.2.1 Matches names or pictures of famous explorers to area "discovered" (Columbus, Magellan, Coronado, Cortes).

5.2.1 Uses a map to follow/trace the exploration routes.

Standard 5.3 The student examines the growth and development of colonial America.

Extended Academic Indicators (EAIs):

5.3.1 Describe how the roles and rights of individuals who came to America changed.

5.3.2 Describe housing, food, and family life as experienced in colonial America.

5.3.3 Relate the contributions of important individuals and groups (i.e., John Smith, John Rolfe, Puritans, Pilgrims, Quakers, William Penn, Anne Hutchinson).

Classroom Activities:

The student:

5.3.1 Participates in activities depicting the changing roles and rights (i.e., religion, money, farming, jobs, school).

5.3.2 Participates in activities depicting the changing conditions (i.e., housing, heating, shopping, transportation, jobs, games).

5.3.2 Gains knowledge of colonial America through various activities or media (churning butter, chalkboard, make paper, hunting).

5.3.3 Gains knowledge of individuals through activities or media (listening to books/stories, Internet, pictures).

Standard 5.4 The student examines the lasting impact of the American Revolution.

Extended Academic Indicators (EAIs):

5.4.1 Examine the cause/effect of the conflicts between England and Colonial America (i.e., French Indian War, Stamp Act, Boston Tea Party).

5.4.2 Match key individuals in the Revolution with their roles (Samuel Adams, the Sons of Liberty, Paul Revere, George Washington, Thomas Jefferson, Thomas Paine, King George III).

Classroom Activities:

The student:

5.4.1 Participates in peer readings, books on tape, videos, teacher readings, computer research to examine the causes and results of conflicts.

5.4.1 Demonstrates freedom of choice through daily decisions (e.g., choices made: lunch, snacks, recess, recreation activities, visual schedules).

5.4.2 Gains knowledge of key individuals in the revolution (i.e., books on tape, media, pictures, library, peer readings – discussion/activities).

Standard 5.5 The student describes the changing nation during the early federal period.

Extended Academic Indicators (EAIs):

5.5.1 Identify services that are paid for by taxes.

5.5.2 Identify the three branches of government.

Classroom Activities:

The student:

5.5.1 Participates in activities using community resources/agencies.

5.5.1 Uses pictures to depict services paid for by taxes (e.g., roads, schools, libraries, military).

5.5.2 Explores the role of the three branches of government (media, pictures, scale/gavel, White House/President).

5.5.2 Matches branches of government with specific pictures of characters or services.

Standard 5.6 The student explores the growth and progress of the new nation.

Extended Academic Indicators (EAIs):

5.6.1 Describe how "pioneer living" was different from modern life.

5.6.2 Identify modes of transportation that pioneers used to move westward.

Classroom Activities:

The student:

5.6.1 Examines differences in pioneer and modern living (e.g., bake/buy food, games, toys, transportation, school).

5.6.2 Participates in activities which identify transportation methods (e.g., walking, steamboat, horses, stagecoach, train).

Standard 5.7 The student reviews and strengthens geographic skills.

Extended Academic Indicators (EAIs):

5.7.1 Use a map to locate points of interest.

5.7.2 Use the features of maps (e.g., key, compass rose, scale) to access information.

5.7.3 Describe how various climates and geographical features might influence peoples' work and recreation.

5.7.4 Explore how the Native Americans lived and changed their environment.

Classroom Activities:

The student:

5.7.1 Creates a map of a familiar environment using pictures of items in the room that you want them to locate.

5.7.1 Uses hands-on activities to create maps of their environment (e.g., salt maps, play dough).

5.7.1 Follows directions in order to locate something in their environment (e.g., verbal, picture, written, sign).

5.7.2 Identifies top, bottom, right, left sides of a map.

5.7.2 Matches map top with North (N), bottom with South (S), right with East (E) and left with West (W).

5.7.2 Points to North, South, East, or West on the compass rose.

5.7.3 Views the weather to determine appropriate dress (e.g., newspaper, media, Internet).

5.7.3 Participates in activities depicting appropriate dress (e.g., sort clothing, match clothing to weather cards).

5.7.5 Participates in activities in relation to Native American housing, food, clothing, and transportation.

Adapted for

Grade 5

Science

The skills should be taught by investigating content, concepts and principles of major themes in Physical, Life and Earth/Space Science.

Standard 5.1: **Physical Properties of Matter and Energy - Describes characteristics of objects based on physical qualities such as size, shape, color, mass, temperature, and texture. Energy can produce changes in properties of objects such as changes in temperature.**

Extended Academic Indicators (EAIs):

5.1.1 Sort objects by physical properties (e.g., color, texture, shape).

5.1.2 Measure simple properties of common materials using simple tools (e.g., scales, thermometer, rulers, cups).

5.1.3 Demonstrate cause/effect related to transferring energy in age-appropriate objects or devices.

Classroom Activities:

The student:

5.1.1 Responds (anticipate, eye gaze, vocalize, point, partially participate in) to observation and measurement of classroom/school objects. (Process--observe: collect information)

5.1.1 Classifies, groups, and sorts classroom objects by color, texture, and shape. (Process--classify)

5.1.1 Attends to the properties of age-appropriate stimuli in environment when directed (i.e., round hard baseball, large basketball, short-sleeve or long-sleeve shirt, slow bike or fast car).

5.1.2 Responds (anticipate, eye gaze, vocalize, point, partially participate in) to observation and measurement of simple properties of common materials using simple tools (scales, thermometers, rulers, cups). (Process--observe: measure)

5.1.2 Classifies or sorts common materials by simple properties: temperature, weight, volume. (Process--classify by sort/order)

5.1.2 Measures the outside temperature with a thermometer. (Process--experiment: use a tool, make observation)

5.1.3 Initiates an action to get a specific transfer of energy (i.e., turn on a light, ride a scooter, operate an electrical wheelchair). (Process--experiment: makes observations)

5.1.3 Experiments with the transfer of energy (i.e., Watch heat melt an ice cube into a liquid, touch a slide on a hot day; observe egg on a cold griddle and on a hot griddle). (Process--experiment: make observation)

Standard 5.2: Organisms and Environments – Organisms within a community are dependent on one another and the environment.

Extended Academic Indicators (EAIs):

5.2.1 Identify connections between living and nonliving things in their environment (e.g., food, shelter, water, family).

5.2.2 Identify environmental conditions that impacts how an organism survives (e.g., thick hair in the cold, shelter in the hot sun).

Classroom Activities:

The student:

5.2.1 Responds (anticipate, eye gaze, vocalize, point, partially participate in) to observation and measurement of classroom/school animals, classroom/school objects. (Process--observe)

5.2.1 Classifies, groups, and sorts living/nonliving things by one property (size/shape/weight: large/small, round/square, hard/soft, wet/dry, fur/scales, land/water). (Process--classify)

5.2.1 Experiments with living/nonliving things in their environments (plant growth, animal life, habitats). (Process--experiment: make observation)

5.2.1 Selects pictures of living and nonliving things they have at home and school, (e.g., house, parents, food, drink, and friends). (Process--observe and classify)

5.2.2 Responds (anticipate, eye gaze, vocalize, point, partially participate in) to observation and measurement of interactions between environmental conditions (e.g., hot/cold) and organism characteristics (e.g., thick hair and shedding) in classroom/school animals. (Process-observe:measure or interpret)

5.2.2 Classifies, groups, and sorts living/nonliving things by one survival response (e.g., seeking shelter) to environmental conditions. (Process--classify: sort/order)

5.2.2 Experiments with the impact of environmental changes on organism survival (e.g., sunlight on plants). (Process--inquire: outcomes; e.g., sun/no sun, water/no water on plant)

5.2.2 Identifies the basic need of food by indicating the desire to eat and make food choices at lunchtime. (Process--interpret and identify pattern)

5.2.2 Requests a warm coat instead of a shirt to put on for recess when it is winter. (Process--interpret and identify pattern)

Standard 5.3 Structure of Earth and the Solar System – Interaction between air, water, rocks/soil and all living things.

Extended Academic Indicators (EAIs):

5.3.1 Observe and describe basic properties of different rocks and soil.

5.3.2 Identify and describe the daily weather and seasonal patterns, such as rain, windy, cloudy, temperature.

5.3.3 Identify and use vocabulary for the sky, sun, moon, stars, and the place where they live, Earth.

Classroom Activities:

The student:

5.3.1 Responds (anticipate, eye gaze, vocalize, point, partially participate in) to observation of rocks and soils. (Process--observe)

5.3.1 Classifies, groups, and sorts rocks and soils by one property (e.g., size/shape/weight: large/small, round/square, hard/soft). (Process-classify)

5.3.1 Experiments with various soils and rocks in their environments. (Process-experiment: safety; do not put soil in mouth)

5.3.1 Reacts to holding a variety of objects with different properties (e.g., shiny rock, sand, mud). (Process: observe and interpret)

5.3.2 Responds (anticipate, eye gaze, vocalize, point, partially participate in) to observations of seasons and weather. (Process--observe)

5.3.2 Classifies, groups, and sorts weather and seasons by one property (e.g., hot/cold, long days/short days, wet/dry). (Process--classify)

5.3.2 Experiments with weather using correct vocabulary (e.g., hot or cold outside today). (Process--observation)

5.3.2 Identifies a picture depicting the daily weather for placement on the monthly calendar. (Process--classify)

5.3.2 Reads the outside thermometer with visual pictures and records the temperature on a weather chart. (Process--observe and measure)

5.3.3 Responds (anticipate, eye gaze, vocalize, point, partially participate in) to observations of sun, moon, stars and the place where you live. (Process--observe)

5.3.3 Classifies, groups, and sorts planets and stars by one property (e.g., size shape/weight, large/small, star/planet). (Process--classify)

5.3.3 Experiments with/predicts events related to planets and stars (e.g., sunrise and warmth, night and sleep or stars). (Process--inquiry: outcome, predict event)

GRADE 6

Adapted for
Grade 6

Mathematics

The following concepts and skills are required by all students completing sixth grade. The major concepts should be taught in-depth using a variety of methods and applications so that all students have accessibility to and understanding of these concepts.

Standard 6.1 **Algebraic Reasoning: Patterns and Relationships – The student will use algebraic methods to describe patterns, simplify and write algebraic expressions and equations, and solve simple equations in a variety of contexts.**

Extended Academic Indicators (EAIs):

6.1.1 Solve simple algebraic equations using substitution (If x=2, what equals x?).

Classroom Activities:

The student:

6.1.1 Responds (anticipate, eye gaze, vocalize, point) to a number.

6.1.1 Uses manipulatives to show three blocks and a value for x and indicates the sum. Then changes the value of x.

6.1.1 Uses a calculator or manipulatives to solve simple equations.

6.1.1 Applies concept to real world situations (e.g., I have five cents, Mary gives me seven cents. How much money do I have? What if Mary gives me ten cents, how much do I have?).

Standard 6.2 **Number Sense and Operation – The student will use numbers and number relationships to solve a variety of problems. The student will estimate and compute with integers, fractions, and decimals.**

Extended Academic Indicators (EAIs):

6.2.1 Add and subtract numbers to 50 without regrouping.

6.2.2 Order fractions one-half, one-third, and one-fourth.

6.2.3 Combine like fractions to equal one whole using manipulatives.

Classroom Activities:

The student:

6.2.1 Indicates if objects were added or taken away.

6.2.1 Uses concrete objects to add and subtract to 50 without regrouping.

6.2.1 Uses numbers to add and subtract to 50 without regrouping.

6.2.2 Determines the order of fractions, using measuring cups or pieces of a pizza.

6.2.3 Uses manipulatives and like fractions (i.e., all halves) to combine a set of like fractions into a whole.

Standard 6.3 **Geometry - The student will use geometric properties and relationships to recognize, describe, and analyze shapes and representations in a variety of contexts.**

Extended Academic Indicators (EAIs):

6.3.1 Choose from among a set of angles the angle needed to complete a regular geometric shape (e.g., square, triangle).

6.3.2 Differentiate by matching congruent (the same) and similar squares, circles and triangles.

Classroom Activities:

The student:

6.3.1 Interacts with (anticipate, eye gaze, vocalize, point, partially participate) with food pieces having angles that make up a whole (i.e., sandwich, crackers).

6.3.1 Completes a picture of a square when given several angle options.

6.3.2 Matches circles, triangles, and squares of the same or different size, and same shape size.

Standard 6.4 Measurement - The student will use measurements within the metric and customary systems to solve problems in a variety of contexts.

Extended Academic Indicators (EAIs):

6.4.1 Recognize appropriate vocabulary for units of measurement for time (e.g., minutes, hours, days), length (inches, feet), volume (cup), weight (pounds).

6.4.2 Identify the appropriate instruments with which to measure time, weight, length or height, and temperature.

6.4.3 Read a clock to the hour.

Classroom Activities:

The student:

6.4.1 Answers measurement questions (i.e., If I want to measure my desk, do I use pounds or inches? If I want to know how much you weigh, do I use pounds or inches?).

6.4.2 Identifies and names the appropriate measurement tool (i.e., ruler is used to measure length) from available choices (e.g., ruler, thermometer, scale) in response to teacher questions.

6.4.3 Uses a clock to identify the hour.

Standard 6.5 Data Analysis - The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.

Extended Academic Indicators (EAIs):

6.5.1 Collect, organize, grasp, and interpret data using pictures.

6.5.2 Use tally marks to ten.

Classroom Activities:

The student:

6.5.1 Transfers from manipulatives to pictures for a graph. Can also use a stamp instead of a pencil for the pictures.

6.5.1 Responds (anticipate, eye gaze, vocalize, point) to questions about graph.

6.5.2 Records tally marks for everyday activities within classroom: boys/girls, tennis/other shoes.

Adapted for

Grade 6

Reading

Reading/Literature: The student applies a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 6.1: Vocabulary - The student develops and expands knowledge of words and word meanings to increase vocabulary.

Extended Academic Indicators (EAIs):

6.1.1 Match vocabulary words to corresponding objects, symbols, pictures, or graphics.

6.1.2 Identify words in context by demonstrating knowledge of word meanings of everyday items.

6.1.3 Identify pictures or situations that illustrate simple similes (e.g., fat as a pig, small as a mouse).

6.1.4 Identify words with the same origins (i.e., bicycle, tricycle).

6.1.5 Find meaning of words in a variety of resources (e.g., picture dictionary/computer).

Classroom Activities:

The student:

6.1.1 Matches objects/pictures/symbols/words to new vocabulary words.

6.1.1 Attends to grade-appropriate items.

6.1.1 Responds to a prompt and identifies two safety signs in the school and community.

6.1.1 Uses visual schedules to move in their environment and classroom.

6.1.1 Identifies familiar pictures/letters in (arranged) sequence.

6.1.1 Reads letters in names.

6.1.1 Reads alphabet.

6.1.1 Matches objects to objects, picture to picture (sport items, leisure activities, pets).

6.1.2 Identifies the correct word from a choice of two answers when asked questions which defines use of the targeted word without stating the word (e.g., Which do we eat with, and shows a spoon and pencil).

6.1.3 Indicates the appropriate picture to the simile or metaphor (e.g., "Sarah is as pretty as a picture" to a picture of Sarah; "Clouds are cotton candy in the sky" to a picture of airy clouds).

6.1.4 Identifies from three words, which two words have the same root (bicycle, tricycle, scooter).

6.1.5 Uses picture dictionary created by teacher to be student specific (people in their home/classroom).

Standard 6.2 Fluency - The student identifies words rapidly so that attention is directed to the meaning of the text.

Extended Academic Indicators (EAIs):

6.2.1 Read one to ten pictures/letters/words accurately.

6.2.2 Participate in silent reading activities.

Classroom Activities:

The student:

6.2.1 Recognizes familiar pictures/letters.

6.2.1 Recognizes alphabet, letters in their names, first letter of name, letters out of sequence in their name.

6.2.1 Recognizes words within their environment (e.g., safety signs, library card, name tag, locker, hall pass).

6.2.1 Recognizes directions (printed, picture).

6.2.1 Recognizes familiar texts.

6.2.1 Recognizes a variety of text structures (e.g., menus, books, pamphlets).

6.2.2 Sits with reading material of their choice (i.e., age-appropriate book, newspaper, magazine) for a period of time.

Standard 6.3 Comprehension/Critical Literacy - The student interacts with the words and concepts in a text to construct an appropriate meaning.

Extended Academic Indicators (EAIs):

6.3.1 Make predictions and then confirms prediction as being correct or incorrect after reading, hearing, or viewing text or media.

6.3.2 Use pictures and context to support comprehension of familiar text.

6.3.3 Identify cause/effect events or actions.

6.3.4 Respond to events from text or media presentation.

6.3.5 Recognize characteristics of the main characters in a text (e.g., good or bad, happy or sad, nice or mean).

6.3.6 Recognize different types of text to gain information.

6.3.7 Answer basic comprehension questions (Who? What? Where? When?) about a familiar text.

Classroom Activities:

The student:

6.3.1 Predicts information in a text (e.g., what ingredients might be needed to make something in a recipe) and checks text to confirm.

6.3.2 Looks at the cover of a book and identifies from a choice of two options what the book will be about.

6.3.2 Reads timelines, outlines, graphic organizers, and story webs.

6.3.3 Identifies pictures/events that show cause/effect relationships (e.g., selects the picture of food when hungry).

6.3.4 When shown a book with a cover, the student predicts what is missing (through pointing, eye gaze, verbal).

6.3.4 Uses switch to activate radio or fan.

6.3.4 Uses pictures and texts (a phone book, menu, map schedules, calendar, Internet, newspaper) to respond to how you use these various texts.

6.3.4 Uses teacher created flash cards, Picture Exchange Communication System (PECS) Cards, sorting activities that separate the two (good/bad).

6.3.5 Tactile activities example: sandpaper for bad/sad/mean character and soft/silky for happy/good/nice. This could also be a smell or a taste for students with more significant disabilities.

6.3.6 Responds creatively to literature (art, drama, presentations).

6.3.6 Distinguishes any real item (factual item) vs. a fake (fictional item) such as a stuffed animal and a live animal.

6.3.7 Answers yes/no questions regarding a character throughout the story.

6.3.7 Answers questions about a grade-appropriate story.

Standard 6.4 Literature - The student reads, constructs meaning, and responds to a wide variety of literary forms.

Extended Academic Indicators (EAIs):

6.4.1 Participate in readings from two or more literary forms.

6.4.2 Participate in activities with similarities or differences between characters or settings or plots.

6.4.3 Identify the similar settings in the stories.

6.4.4 Identify pictures or objects that represent words that rhyme.

6.4.5 Imitate sounds of alliteration.

6.4.6 Identify the author's purpose (e.g., to make you laugh, to give information, or to convince you to do something).

6.4.7 Listen to and responds to literary works from different cultures.

Classroom Activities:

6.4.1 Participates in readings from various presentations (tape recorder, peers, movies, sign language, teacher read).

6.4.2 Identifies the similar settings in the stories.

6.4.2 Identifies two or more stories that have similarities (characters, main idea, setting) from a choice of two or three books.

6.4.2 Demonstrates yes/no questions regarding similarities between two or more books.

6.4.3 Matches jungle to jungle, night to night and season to season.

6.4.3 Identifies music used for different time periods.

6.4.4 Uses matching activities with emphasis on ending sounds.

6.4.5 Distinguishes between two sounds – high vs. low.

6.4.5 Utilizes inside and outside voice.

6.4.6 Observes or participates in a skit.

6.4.6 Reads or develops a Story Board.

6.4.6 Points to the emotion on a feeling's page that they feel when reading, listening, or watching a story.

6.4.6 Imitates the author's purpose.

6.4.7 Listens to African music, country, Native American music.

6.4.7 Listen, watch or observe movies or CDs.

Standard 6.5 Research and Information - The student conducts research and organizes information.

Extended Academic Indicators (EAIs):

6.5.1 Locate words in picture dictionary and locate topics in a simple picture book.

6.5.2 Use the cover, illustrations, and key words to locate information in a text.

6.5.3 Find information in text or media presentation.

6.5.4 Use maps, charts, and illustrations to access information.

6.5.5 Identify one reasonable source of information for answering a question (e.g., look in dictionary, ask the teacher).

Classroom Activities:

The student:

6.5.1 Uses teacher created dictionary with age-appropriate student pictures.

6.5.1 Creates pictures for insertion into picture dictionary.

6.5.2 Creates a book cover.

6.5.3 Participates in a treasure hunt or scavenger hunt map and gathers information from the classroom.

6.5.4 Creates a map for the student to move around the classroom.

6.5.5 Accesses information from one source of information (e.g., teacher, librarian, cafeteria workers, bulletin boards).

Adapted for
Grade 6

Writing

Writing should be taught as a natural and integral part of the curriculum. Instruction should encourage whole pieces of writing for real purposes and real audiences (and should include all stages of the writing process). Because writing is recursive, the stages may not occur in a linear sequence, but the writer may revert to an activity characteristic of an earlier stage. The stages of the writing process include prewriting, drafting, revising, editing, and publishing.

Standard 6.1 Writing Process – The student will use the writing process to write coherently.

Extended Academic Indicators (EAIs):

6.1.1 Use prewriting activities such as marking/writing, selecting from a list of topics, and clustering pictures/objects.

6.1.2 Compose first draft.

6.1.3 Revise drafts by changing order of pictures, or selecting words/colors to add detail to a story.

6.1.4 Use precise words to convey specific meaning or tone.

6.1.5 Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.

6.1.6 Edit writing, drawings, or media to communicate complete ideas or sentences by incorporating personal, peer and/or teacher edits.

Classroom Activities:

The student:

6.1.1 Selects or identifies a writing tool (e.g., stamp, pencil, computer, paper, peer).

6.1.1 Uses a writing tool to mark on paper.

6.1.1 Uses a writing tool to make marks in a progression from left to right.

6.1.2 Participates in reading a first draft (i.e., peer reading, computer reading, sign language, teacher reading).

6.1.2 Selects teacher provided pictures to tell beginning and/or ending of a chosen story or topic.

6.1.3 Participates in draft revision of a story using picture or objects.

6.1.3 Participates in draft revision of a story by adding detail (i.e., color, action).

6.1.4 Communicates safety words (i.e., stranger, danger, stop, no, help).

6.1.4 Uses voice inflection/expression or punctuation to communicate wants, needs, opinions, and preferences.

6.1.5 Increases writing production with the addition of one or more descriptors (i.e., color, size, location, time).

6.1.5 Attends to or arranges symbols or pictures, or answers yes/no questions to express complete thought.

6.1.6 Participates in presentation of final draft through his/her preferred mode of communication.

Standard 6.2 Modes and Forms of Writing – The student will write for a variety of purposes and audience using narrative, descriptive, expository, persuasive, and reflective modes.

Extended Academic Indicators (EAIs):

6.2.1 Communicate using pictures, symbols, words, or dictation, and sort pictures or objects into related categories.

6.2.2 Create or express a simple idea in a narrative, descriptive, reflective, or persuasive piece.

6.2.3 Create a letter or personal message.

6.2.4 Participates in handwriting activities.

Classroom Activities:

The student:

6.2.1 Looks at pictures, symbols, objects, or words that depict a want or need.

6.2.1 Matches pictures, symbols, objects, or words that depict a want or a need.

6.2.1 Stamps name on sign-in sheets, daily work, or classroom activities.

6.2.2 Arranges pictures, symbols, objects, or words to create a simple idea in specified writing style (i.e., sentence strips, matching pictures, pointing, vocalizing, eye gaze).

6.2.3 Creates and/or sends a birthday card to a teacher, peer, or family member (stamps name on card, uses letter cut-outs to form name, etc.).

6.2.3 Selects symbols or words to convey thanks or appreciation.

6.2.3 Matches letters, invitations, or cards using symbols, pictures, words, stamps, peers, or technology.

6.2.3 Uses a computer and a switch to choose messages to place in a card or letter.

6.2.4 Creates a legibly written, copied, typed, Braille, or signed writing (i.e., first letter of his/her name, his or her first name, simple sentence).

Standard 6.3 Grammar/Usage and Mechanics – The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Extended Academic Indicators (EAIs):

6.3.1 Use nouns and verbs in the writing process.

6.3.2 Use mechanics of written language in the areas of capitalization and punctuation.

6.3.3 Create simple sentences and questions.

Classroom activities:

The student:

6.3.1 Given two choices, chooses a picture of a noun.

6.3.1 Recognizes people by their name (peers, teachers, self, family members).

6.3.1 Chooses a picture of a verb given two choices.

6.3.1 Acts out a verb.

6.3.2 Capitalizes first letter of name.

6.3.2 Given choices, recognizes first name capitalized.

6.3.2 Recognizes/uses ending punctuation (i.e., period, question mark, exclamation point).

6.3.3 Formulates a simple request or question (i.e., gesture, voice, written, pictures).

Adapted for
Grade 6

Science

The skills should be taught by investigating content, concepts, and principles of major themes in Physical, Life, and Earth/Space Science.

Standard 6.1 **Observe and Measure – Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.**

Extended Academic Indicators (EAIs):

6.1.1 Identify qualitative and/or quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.

6.1.2 Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches) to measure objects, organisms, and/or events.

6.1.3 Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees Celsius, seconds) and SI prefixes (i.e., micro-, milli-, centi-, kilo-) when measuring objects, organism, and/or objects.

Classroom Activities:

The student:

6.1.1 Participates in a cooking activity and identifies changes.

6.1.1 Observes ingredients to form a new substance (i.e., melts/freezes ice, bakes a cake, bakes cookies, makes ice cream).

6.1.2 Identifies the appropriate tool.

6.1.2 Uses the appropriate tool to measure in a specific activity.

6.1.3 Identifies the appropriate unit of measure for a specific object.

6.1.3 Identifies the appropriate unit through student selected mode of communication.

6.1.3 Collects rainfall in a container and measures it.

Standard 6.2 Classify – Classifying establishes order. Objects, organism, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

Extended Academic Indicators (EAIs):

6.2.1 Using observable properties, place an object, organism, and/or event into a classification system (e.g., dichotomous key).

6.2.2 Group a set of objects, organisms, or events in order based on a specified property.

Classroom Activities:

The student:

6.2.1 Sorts foods into groups (i.e., liquids, solids, fruits, vegetables).

6.2.1 Chooses between two objects that have similar/different properties (i.e., hard/soft, big/little girl/woman, orange/apple).

6.2.2 Sorts a set of objects based on a specified property (i.e., color, texture, size).

6.2.2 Identifies an object with a specified property.

Standard 6.3 Experiment – Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard.

Extended Academic Indicators (EAIs):

6.3.1 Participate in a scientific investigation.

6.3.2 Identify variables and/or controls in an experimental setup: independent (tested/experimental) variable and dependent (measured) variable.

6.3.3 Recognize potential hazards and practice safety procedure in all science activities.

Classroom Activities:

The student:

6.3.1 Attends to or participates in a seed planting activity.

6.3.1 Attends to or participates in celery stalk/food coloring activity.

6.3.2 Identifies pictures of controls and variables that relate to an activity.

6.3.2 Responds to variables (i.e., hot/cold, wet/dry).

6.3.3 Identifies safety signs.

6.3.3 Demonstrates/observes safety procedures (i.e., wears goggles or gloves) to complete an activity.

6.3.3 Uses pictures to represent the steps in a clean-up activity.

6.3.3 Role plays or models an activity that demonstrates safety procedures (i.e., fire drill, tornado drill, lock down drill).

Standard 6.4 **Interpret and Communicate – Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representation, and mathematical equations. The student will accomplish these objectives to meet this process standard.**

Extended Academic Indicators (EAIs):

6.4.1 Use data tables, line, bar, trend, and/or circle graphs.

6.4.2 Communicate a reasonable explanation and/or prediction.

Classroom Activities:

The student:

6.4.1 Participates in an activity to physically create a bar graph (i.e., favorite candy, animal).

6.4.1 Creates a graph using manipulatives.

6.4.2 Follows a picture schedule.

6.4.2 Anticipates change to adapt to the environment when presented with a visual, auditory, or tactile cue (i.e., take off coat, put on clothes, go outside).

6.4.2 Collects and records experiment data and predicts changes in an object/organism (i.e., celery/food coloring activity, cooking activity, seed planting).

Adapted for

Grade 6

Social Studies

World Studies is designed to offer students the opportunity to begin a more global study of the earth's people and environments, concentrating on the understanding of basic concepts and characteristics common in the political and economic development of human populations.

Standard 6.1 The student will develop and practice the process skills of social studies.

Extended Academic Indicators (EAIs):

6.1.1 Locate and gather information from primary and secondary sources, such as artifacts, diaries, letters, art, music, literature, newspapers, and contemporary media.

6.1.2 Identify information from different kinds of maps, graphs, charts, diagrams, timelines, and other representation such as photographs and satellite-produced images or computer based technologies.

6.1.3 Locate information from a broad selection of research materials such as encyclopedias, atlases, and dictionaries.

Classroom Activities:

The student:

6.1.1 Given a topic, locates information using various research materials.

6.1.1 Points to, eye gazes, or matches a certain topic to the best method of research (i.e., climate, encyclopedia).

6.1.2 Creates a graphic organizer to show the different kinds of maps, graphs, charts, diagrams, timeline, and other representation and the information they each provide.

6.1.2 Follows directions in order to find information.

6.1.3 Follows directions in order to find information utilizing research materials.

Standard 6.2 The student will use geographic representation to draw conclusions.

Extended Academic Indicators (EAIs):

6.2.1 Locate scale, orientation, latitude, longitude, and physical regions on a map.

6.2.2 Recognize political, physical, and thematic maps.

6.2.3 Recognize and locate basic landforms and bodies of water on appropriate maps.

Classroom Activities:

The student:

6.2.1 Creates a map using play dough or salt.

6.2.1 Points to the specific item requested.

6.2.1 Using a floor map, identifies a point farthest away, closest, or behind him/her.

6.2.2 Classifies maps by category by placing them into the correct column on a chart.

6.2.2 Identifies the type of map after hearing a description of its characteristics.

6.2.3 Points to one of the oceans, Great Lakes, mountain ranges, or major rivers.

6.2.3 Given the names of the major landforms or bodies of water, matches the symbol or name to the correct place on the map.

6.2.3 Color codes a United States map showing mountain ranges, rivers, or bodies of water.

Standard 6.3 The student will analyze selected cultures which have affected our history.

Extended Academic Indicators (EAIs):

6.3.1 Define the characteristics of culture and the role culture played on the development of the world's peoples.

6.3.2 Recognizes common characteristics of culture (such as language, customs, shelter, diet, traditional occupations, belief systems, and fold traditions).

6.3.3 Identify migration and settlement patterns in selected civilizations (such as Egypt, Greece, Rome, Mayan, Incan, and China).

Classroom Activities:

The student:

6.3.1 Retells a fable, legend, or historical fiction using story cards, illustrations, or sequencing.

6.3.1 Creates a graph of the cultural similarities and differences among people in different regions (Venn diagram).

6.3.1 Creates a poster showing the characteristics of a country.

6.3.2 Listens to music from other countries.

6.3.2 Takes a virtual tour of a museum or historical site from a country.

6.3.2 Invites community members to participate in a culture fair (e.g., food, traditions, clothing).

6.3.2 Participates in a skit or play to showcase different cultures.

6.3.3 Creates a timeline to identify the migration and settlement patterns.

6.3.3 Color codes a map depicting the migration and settlement patterns.

Standard 6.4 The student will compare and contrast political and economic systems.

Extended Academic Indicators (EAIs):

6.4.1 Identify major world political systems (such as dictatorships, constitutional monarchies, and representative monarchies).

6.4.2 Identify major economic systems (such as traditional, command, and market economies).

Classroom Activities:

The student:

6.4.1 Plays "What Am I" game (teacher gives descriptions and student matches correct term).

6.4.1 Matches picture or symbol to major world political system (e.g., President/representative democracy, Queen of England/constitutional monarchy).

6.4.2 Creates a graphic organizer.

6.4.2 Matches pictures/symbols to the type of economic systems.

GRADE 7

Adapted for
Grade 7

Mathematics

The following concepts and skills are required by all students completing seventh grade. The major concepts should be taught in-depth using a variety of methods and applications so that all students have accessibility to and understanding of these concepts.

Standard 7.1 Algebraic Reasoning: Patterns and Relationships – The student will use number properties and algebraic reasoning to identify, simplify, and solve simple linear equations and inequalities.

Extended Academic Indicators (EAIs):

7.1.1 Apply the commutative property.

7.1.2 Use a variety of methods to model one-step linear equations.

Classroom Activities:

The student:

7.1.1 Responds to (anticipate, eye gaze, vocalize, point) two like or two different objects.

7.1.1 Uses concrete objects, pictures, or student preferred items, to recognize when a set is equivalent regardless of sequence (i.e., diet pop + pop=pop +diet pop).

7.1.1 Indicates equality in numbers or number sentences.

7.1.2 Models and solves one-step linear equations using manipulatives or a calculator (i.e., 2 + 3 = x).

Standard 7.2 Number Sense and Operation – The student will use numbers and number relationships to solve a variety of problems.

Extended Academic Indicators (EAIs):

7.2.1 Describe positive and negative integers in real world settings (i.e., temperature, football yardage, sea level).

7.2.2 Add and subtract single digit positive integers using a number line.

7.2.3 Demonstrate the concept of proportion with models.

7.2.4 Demonstrate the concept of ratio with models.

7.2.5 Understand ratios and percent represent parts of a whole.

Classroom Activities:

The student:

7.2.1 Describes temperature differences from day to day, using daily temperature.

7.2.2 Adds and subtracts single digit positive integers, using concrete objects, pictures or student preferred items.

7.2.3 Matches different sizes/models of functional signs (i.e., STOP sign picture symbol to actual STOP sign).

7.2.4 Counts teacher to student ratio.

7.2.5 Recognizes (respond to, eye gaze, point to) groups of objects as teacher demonstrates/shows different parts of a whole.

7.2.5 Identifies ratios and percents for whole (1:1 or 100%) and half (1:2 or 50%) (i.e., food items, half-off sales).

Standard 7.3 Geometry - The student will apply the properties and relationships of plane geometry in a variety of contexts.

Extended Academic Indicators (EAIs):

7.3.1 Classify rectangles, squares and triangles by sides and angles.

7.3.2 Identify interior and exterior of geometric shapes.

7.3.3 Identify geometric transformation of figures (rotations).

Classroom Activities:

The student:

7.3.1 Responds to (anticipate, eye gaze, vocalize, point) or partially participate in) sorting food or other items with sides and angles (i.e., crackers, cheese crackers).

7.3.1 Groups, matches, and sorts figures according to number or sides and/or angles.

7.3.2 Identifies location of a point or object in relation to a geometric shape as interior or exterior.

7.3.3 Identifies basic geometric figures, when shape is rotated 90 degrees.

Standard 7.4 Measurement - The student will use measurement to solve problems in a variety of contexts.

Extended Academic Indicators (EAIs):

7.4.1 Develop perimeter concepts in real world settings.

7.4.2 Select and match appropriate tools for item being measured.

7.4.3 Select and match measurement tools to unit of measurement.

Classroom Activities:

The student:

7.4.1 Explores, investigates, and navigates a variety of perimeter boundaries (i.e., classroom, ball courts, cafeteria, school exterior).

7.4.2 Matches actual item to picture of item being measured, by using actual measurement tools (i.e., ruler, measuring cups, thermometer).

7.4.3 Identifies or matches representation of unit of measurement, using actual measurement tools (i.e., ruler, measuring cups, or thermometer).

Standard 7.5 Data Analysis - The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.

Extended Academic Indicators (EAIs):

7.5.1 Use data from a sample to predict possible outcomes as fractions or percents.

7.5.2 Determine the probability of an event.

Classroom Activities:

The student:

7.5.1 Responds to (anticipate, eye gaze, vocalize, point) observation of class attendance (who is here and who is absent).

7.5.1 Charts number of students absent and present compared to total class.

7.5.1 Predicts future attendance trends by using attendance data over time.

7.5.2 Predicts probability of landing on a certain color (i.e., spinner is 1/4 blue and 3/4 red) by using a multiple color spinner with sections of unequal size.

Adapted for
Grade 7

Reading

The student applies a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 7.1 Vocabulary - The student develops and expands knowledge of words and word meanings to increase vocabulary.

Extended Academic Indicators (EAIs):

7.1.1 Match vocabulary words to corresponding objects, symbols, pictures, or graphics.

7.1.2 Identify words in context by demonstrating knowledge of word meanings of everyday items.

7.1.3 Identify pictures or situations that illustrate simple similes (e.g., fat as a pig, small as a mouse).

7.1.4 Identify words with common foreign words frequently used in English.

7.1.5 Find meaning of words in a variety of resources (e.g., picture dictionary/ thesaurus/computer).

Classroom Activities:

The student:

7.1.1 Matches objects/pictures/symbols/words to new vocabulary words.

7.1.1 Responds to a prompt and identifies five safety signs in the school.

7.1.1 Identifies safety signs in the community.

7.1.1 Uses visual schedules to move in their environment and community.

7.1.1 Reads and comprehends grocery flyers, store ads, newspaper, phonebook, front of CD cover, Picture Exchange Communication Symbol (PECS) (point/exchange) – eye gaze, sign language, object to object, actual object.

7.1.1 Matches object to object, picture to picture (symbol to symbol, celebrities, music items).

7.1.1 Participates in grade-appropriate items.

7.1.2 Teacher asks question without stating the word to be identified (e.g., We are going to this activity, which item do we need? Student chooses correct item).

7.1.3 Matches the appropriate picture to the simile or metaphor (e.g., "Sarah is as pretty as a picture" to a picture of Sarah; "Clouds are cotton candy in the sky" to a picture of airy clouds).

7.1.4 Experiences foods from other cultures through cooking, sight, smell, taste (e.g., lasagna, tortilla, sauerkraut).

7.1.5 Identifies compound words (e.g., doghouse, bedroom).

7.1.5 Uses a picture dictionary created by teacher to be student specific (people in their home, classroom, school environment).

Standard 7.2 Fluency - The student identifies words rapidly so that attention is directed to the meaning of the text.

Extended Academic Indicators (EAIs):

7.2.1 Read one – 15 pictures/letters/words accurately.

7.2.2 Participate in silent reading activities for increased periods of times.

7.2.3 Participate in reading activities that use punctuation as a cue for pausing and characterization.

Classroom Activities:

The student:

7.2.1 Identifies familiar pictures/letters/words in (arranged) sequence.

7.2.1 Identifies alphabet, letters in their names, first letter or any and all letters in their name.

7.2.1 Identifies words within their environment (safety signs, library card, name tag, locker, hall pass).

7.2.1 Identifies directions (printed, picture).

7.2.1 Identifies familiar texts with increasing fluency.

7.2.1 Identifies a variety of text structures (e.g., menus, books, pamphlets).

7.2.1 Identifies instructional level words with consistency.

7.2.1 Identifies high frequency words and functional symbols.

7.2.2 Attends to reading material of their choice (age-appropriate book, newspaper, magazine) increasing time in five-minute increments.

7.2.3 Attends to materials on instructional level that use expression and characterization (peer read/teacher read/books on tape).

Standard 7.3 Comprehension/Critical Literacy - The student interacts with the words and concepts in a text to construct an appropriate meaning.

Extended Academic Indicators (EAIs):

7.3.1 Preview text or media and make predictions.

7.3.2 Make predictions after reading, hearing, or viewing text or media.

7.3.3 Use pictures and context to support comprehension.

7.3.4 Respond to the main idea/events from text or media presentation.

7.3.5 Identify characteristics of the main characters in a text (e.g., good or bad, happy or sad, nice or mean).

7.3.6 Identify cause/effect events or actions.

7.3.7 Use the different types of text to gain information.

Classroom Activities:

The student:

7.3.1 Predicts information in a text (e.g., what ingredients might be needed to make something in a recipe) and checks text to confirm.

7.3.2 Looks at the cover of a book and tells from choice of two options what the book will be about.

7.3.3 Distinguishes between real items (factual item) vs. unreal (fictional item) such as a real and plastic coin, real and plastic fruit.

7.3.3 Looks at symbols and demonstrates understanding.

7.3.4 Sorts two sets of pictures to demonstrate main idea.

7.3.4 Retells information from text or media.

7.3.5 Uses teacher created flash cards, PECS Cards, sorting activities that separate the two (good/bad).

7.3.5 Identifies how a character changes in a course of a story.

7.3.5 Engages in tactile activities (e.g., sandpaper for bad/sad/mean character and soft/silky for happy/good/nice). This could also be a smell or a taste for students with more significant disabilities.

7.3.5 Answers yes/no questions regarding a character at the beginning/end of the story.

7.3.6 Identifies pictures/events that show cause/effect relationships (e.g., selects the picture of fire and hurt, sharp knife and cut finger).

7.3.6 Uses switch to activate computer.

7.3.6 Uses an electrical device connected to a switch and have student determine cause/effect.

7.3.7 Uses a phone book, menu, map schedules, calendar, Internet, or newspaper to gain information.

Standard 7.4 Literature - The student reads, constructs meaning, and responds to a wide variety of literary forms.

Extended Academic Indicators (EAIs):

7.4.1 Participate in readings from two or more literary genres identifying story elements.

7.4.2 Identify similarities or differences between characters, settings, plots in two or more texts or media presentations.

7.4.3 Identify important ideas or story elements (setting/character/plot) from various genres.

7.4.4 Identify pictures or objects that represent words that rhyme.

7.4.5 Imitate sounds of alliteration.

7.4.6 Identify the author's purpose (e.g., to make you laugh, to give information, or to convince you to do something).

7.4.7 Listen to and respond to literary works from different cultures.

Classroom Activities:

The student:

7.4.1 Matches activity, sentence strips, written words, orally, to identify main character, setting, plot.

7.4.2 Identifies similar settings in the stories.

7.4.2 Identifies similar settings in songs.

7.4.2 Identifies similar settings in movies.

7.4.3 Uses songs, movies, videos to identify similarities.

7.4.3 Identifies two or more stories that have similarities (characters, main idea, setting) from a choice of two or three books.

7.4.4 Answers yes/no, points, indicates through preference, questions regarding similarities between two or more books.

7.4.5 Recognizes fire drill vs. tornado drill.

7.4.6 Identifies the author's purpose in skits, drama acts, and story boards.

7.4.6 Demonstrates the emotion of the author's purpose through emotion pictures.

7.4.7 Listens to stories and reacts with yes/no, like/dislike questions.

Standard 7.5 Research and Information: The student conducts research and organize information.

Extended Academic Indicators (EAIs):

7.5.1 Locate words in picture dictionary and locate topics in a simple picture book.

7.5.2 Use the cover, illustrations, and key words to locate information in a text.

7.5.3 Find information in text or media presentation.

7.5.4 Use maps, charts, and illustrations to access information.

7.5.5 Identify at least two reasonable sources of information for answering a question (e.g., look in dictionary, ask the teacher).

Classroom Activities:

The student:

7.5.1 Locates words in a teacher-created dictionary that is developed with age-appropriate material and material that is meaningful to the student.

7.5.2 When shown a book cover, the student predicts what is missing (through pointing, eye gaze, verbal).

7.5.3 Participates in a treasure hunt or scavenger hunt map to gather information from the school.

7.5.4 Creates a map for the student to move around the building (to the library, office).

7.5.5 Accesses information from two or more sources of information (e.g., teacher, librarian, cafeteria workers, bulletin boards).

Adapted for
Grade 7

Writing

Writing should be taught as a natural and integral part of the curriculum. Instruction should encourage whole pieces of writing for real purposes and real audiences (and should include all stages of the writing process). Because writing is recursive, the stages may not occur in a linear sequence, but the writer may revert to an activity characteristic of an earlier stage. The stages of the writing process include prewriting, drafting, revising, editing, and publishing.

Standard 7.1 Writing Process – The student will use the writing process to write coherently.

Extended Academic Indicators (EAIs):

7.1.1 Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.

7.1.2 Use details, examples, reason, and evident to develop an idea.

7.1.3 Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.

7.1.4 Use precise word choices, including figurative language, that convey specific meaning and tone.

7.1.5 Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.

7.1.6 Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.

Classroom Activities:

The student:

- 7.1.1 Selects a picture/object from a field of two or more items.
- 7.1.1 Uses the writing process to make marks in progression from left to right and top to bottom.
- 7.1.1 Uses writing tools to create purposeful writing.
- 7.1.1 Responds to teacher questions (e.g., Which sentence "sounds" better?).
- 7.1.1 Shares writing, drawings, or media presentation with peers or adults.
- 7.1.2 Uses pictures, words, or symbols to develop an idea.
- 7.1.2 Sequences selected pictures to tell a story.
- 7.1.2 Expresses a story (i.e., tell, pictures, writing, technology).
- 7.1.3 Uses visual schedules to complete a task.
- 7.1.4 Communicates safety standards (i.e., stranger danger, says "No," "Stop," "Help").
- 7.1.4 Provides information or assistance to communicate information (i.e., library aid, office assistant, classroom helper).
- 7.1.4 Uses voice inflection or punctuation to express wants, needs, opinions, or preferences (i.e., exclamatory, questions, verbally, written).
- 7.1.4 Attends to a safety video.
- 7.1.5 Increases writing production through the addition of two or more descriptors (i.e., color, size, location, timing).
- 7.1.5 Arranges symbols/pictures or answers yes/no questions to express complete thoughts.
- 7.1.6 Participates in editing a final draft (i.e., teacher/peer reading of final draft, student reading, voice output device, story board, computer).

Standard 7.2 Modes and Forms of Writing – The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.

Extended Academic Indicators (EAIs):

- 7.2.1 Participate in biographical or autobiographical activity.
- 7.2.2 Participate in research activities that focus on a specific topic.
- 7.2.3 Participate in the development of a persuasive argument.

7.2.4 Participate in the development of a reflective paper interpreting how personal circumstances and background shape interactions with text.

7.2.5 Respond to literature.

7.2.6 Participate in the summarization of reading material.

7.2.7 Communicate for different purposes to a specific audience or person.

7.2.8 Participates in creating friendly letters and business letters.

Classroom Activities:

The student:

7.2.1 Shares a personal incident, short story, or event relevant to themselves (i.e., photos, pictures, symbols, sentence strips, technology).

7.2.1 Identifies which picture or symbol represents a specific time or event (i.e., give sign for lunch at lunch time).

7.2.1 Displays appropriate facial or verbal expression to show feelings or beliefs.

7.2.1 Displays appropriate facial or verbal expressions to show changes in time or mood.

7.2.2 Retells a family story in student's preferred mode of communication.

7.2.2 Participates in the development of a research report about an event (i.e., holiday, community, home, school).

7.2.2 Shares pictures from a family activity (i.e., birthday party, vacation, holiday).

7.2.2 Tells about when photos were taken.

7.2.3 Participates in the development of a commercial for a favorite food or musical group.

7.2.3 Participates in the development of a persuasive argument (e.g., to make changes within the classroom or school).

7.2.4 Compares a personal experience to a similar experience in a form of media (i.e., what it is like to have a dog verses what it seemed a dog would be like in a movie).

7.2.4 Participates in an experience related to a previously exposed form of media (i.e., book, movie, magazine).

7.2.5 Responds to a cliff-hanger story.

7.2.5 Expresses likes or dislikes about a favorite book or film.

7.2.6 Participates in the development of the main idea.

7.2.6 Chooses between the main idea and a topic unrelated to the story.

7.2.7 Communicates through symbols, words, or signs to convey thanks or gratitude.

7.2.7 Indicates preferred items from a variety of media.

7.2.8 Participates in the development of a letter, invitation, or greeting card (i.e., symbols, stamping, pictures, words, peer assistance, technology).

7.2.8 Writes a personal notes, cards, and letters using various techniques.

Standard 7.3 Grammar/Usage and Mechanics – The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.

Extended Academic Indicators (EAIs):

7.3.1 Standard English Usage – Demonstrate correct use of Standard English in speaking and writing.

7.3.2 Mechanics and spelling – Demonstrate appropriate language mechanics in writing.

7.3.3 Sentence structure – Demonstrate appropriate sentence structure in writing.

Classroom Activities:

The student:

7.3.1 Uses preferred method of communication (i.e., voice output device, teacher spoken, sign) to identify proper grammar.

7.3.2 Capitalizes his/her first and last name.

7.3.2 Capitalizes the first letter of a sentence.

7.3.3 Participates in adding proper punctuation marks at the end of simple sentences.

7.3.3 Develops a sentence or question with a subject and a verb (i.e., verbal, symbolic, sentence strips, or written).

7.3.3 Uses statements and questions in his/her preferred mode of communication.

Adapted for

Grade 7

Science

The skills should be taught by investigating content, concepts, and principles of major themes in Physical, Life, and Earth/Space Sciences.

Standard 7.1 **Observe and Measure – Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.**

Extended Academic Indicators (EAIs):

7.1.1 Identify qualitative and/or quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.

7.1.2 Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches) to measure objects, organisms, and/or events.

7.1.3 Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees celsius, seconds) and SI prefixes (i.e., micro-, milli-, centi-, kilo-) when measuring objects, organism, and/or objects.

Classroom Activities:

The student:

7.1.1 Develops picture note cards in index form with scientific terms.

7.1.1 Identifies/observes changes in groups of objects (e.g., describe qualitative changes in two baskets of different types of fruit).

7.1.1 Identifies/observes changes in an object's shadow at different time intervals during the day.

7.1.2 Matches pictures to words or words to words (e.g., ruler to his/her height, thermometer to temperature).

7.1.2 Participates in or attends to using a balance to measure the mass of various classroom objects in grams (e.g., coins, erasers, markers).

7.1.2 Participates in or attends to using a ruler/meter stick to measure classroom objects (pencil, textbook, chalkboard, length and width of classroom, height of peers).

7.1.2 Participates in or attends to using a thermometer to measure temperature both inside and outside the classroom.

7.1.3 Observes the same volume of liquid in containers of various shapes.

7.1.3 Matches appropriate unit with what is being measured using picture/word or word/word (e.g., ruler to centimeter, balance to grams).

Standard 7.2 Classify – Classifying establishes order. Objects, organism, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

Extended Academic Indicators (EAIs):

7.2.1 Using observable properties, place an object, organism, and/or event into a simplified classification system (e.g., dichotomous key).

7.2.2 Identify properties in which a set of objects, organisms, and/or events could be ordered.

Classroom Activities:

The student:

7.2.1 Participates in sorting activities using a simplified dichotomous key (two or fewer traits).

7.2.1 Identifies pictures of organism.

7.2.2 Identifies object/organism sets, given a specified property (e.g., color, shape, size, texture).

7.2.2 Observes a set of objects with similar/different traits (e.g., buttons, insects, flowers).

Standard 7.3 Experiment – Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard.

Extended Academic Indicators (EAIs):

7.3.1 Participate in a scientific investigation.

7.3.2 Identify variables and/or controls in an experimental setup: independent (tested/experimental) variable and dependent (measured) variable.

7.3.3 Recognize potential hazards and practice safety procedure in all science activities.

Classroom Activities:

7.3.1 Attends to/uses a magnifying glass to observe objects/organisms.

7.3.1 Participates/creates a volcano for a science activity.

7.3.1 Participates in an activity placing Mentos® in a two-liter soda bottle. (Is there a difference in types of soda used? Diet/regular/flavor, etc.)

7.3.2 Responds to variables used in an experiment/investigation.

7.3.2 Identifies the variables that were used in an investigation (i.e., volcano, Mentos/soda, plants).

7.3.3 Learns about potential hazards and safety procedures through classroom discussion, signs, posters, and universal symbols, such as eye wash station, biohazard, and fire.

7.3.3 Identifies safety signs/symbols.

Standard 7.4 **Interpret and Communicate - Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representation, and mathematical equations. The student will accomplish these objectives to meet this process standard.**

Extended Academic Indicators (EAIs):

7.4.1 Use data tables, line, bar, trend, and/or circle graphs.

7.4.2 Use data to share explanations and/or predictions.

Classroom Activities:

The student:

7.4.1 Uses different types of pizza to create a circle graph (i.e., student favorite, least favorite).

7.4.1 Identifies data tables, line, bar and/or simple circle graphs.

7.4.2 Reports results in student selected/preferred mode of communication.

7.4.2 Uses pictures to predict the next step in a sequence (i.e., picture schedule, cartoon).

7.4.2 Uses the five senses to make a prediction (e.g., hot/cold, sweet/sour, odor, soft/loud, soft/hard).

Adapted for

Grade 7

Geography

Geography has more to do with asking questions and solving problems than with rote memorization of isolated facts. It is the study of the earth's surface and the processes that shape it, the relationships between people and environments, and the connections between people and places. As a discipline, geography provides the skills to help students answer questions about where things are, how they got there, and how they interact with other things -- in the past, now, and in the future.

Standard 7.1 **The student uses maps and other geographic representations, tools, and technologies to analyze relationships between people, places, and environments of world regions from a spatial perspective.**

Extended Academic Indicators (EAIs):

7.1.1 Use the features of maps (e.g., key, compass rose, scale) to access information.

7.1.2 Identify the relationship between actual geographical features and representations of those features on maps.

7.1.3 Create simple maps of school and community.

Classroom Activities:

The student:

7.1.1 Recognizes the abbreviations for North (N), South (S), East (E), and West (W).

7.1.1 Uses the compass rose to identify N, S, E, or W on a map.

7.1.2 Recognizes geographical features using a collage-type activity.

7.1.2 Locates geographical features using matching activities.

7.1.2 Experiences geographical features through tactile experiences (senses) (i.e., water, dirt, rock).

7.1.2 Experiences a topographical globe to identify geographical features.

7.1.3 Creates a map of the classroom/environment using pictures of items in the room that the teacher wants them to locate.

7.1.4 Uses hands on activities to create maps of the school/ community/environment (e.g., salt maps, play dough).

7.1.2 Follows directions in order to locate something in the school, classroom, environment, or community (e.g., verbal, picture, written, sign).

Standard 7.2 The student examines the major cultural and physical regions of the world to interpret the Earth's complexity.

Extended Academic Indicators (EAIs):

7.2.1 Recognize and locate landforms, bodies of water, major cities, rivers, and at least two countries on a familiar map.

7.2.2 Sequence a series of city or regional changes over time.

Classroom Activities:

The student:

7.2.1 Responds (anticipate, eye gaze, point) to the shape of Oklahoma.

7.2.1 Locates home town on an Oklahoma map.

7.2.1 Locates home state on a United States map.

7.2.1 Locates a body of water on a map or globe.

7.2.1 Locates two or three countries in North America.

7.2.2 Uses objects or pictures from past and present to show changes over time (e.g., cars/covered wagons, chalk/pencil, typewriter/computer, record/CD, pony express/mail, phones).

7.2.2 Uses pictures to create a timeline to show changes over time.

Standard 7.3 The student examines the interactions of physical systems that shape the patterns of the earth's resources.

Extended Academic Indicators (EAIs):

7.3.1 Recognize regional weather phenomena.

7.3.2 Describe the impact of natural disasters (e.g., tornadoes, earthquakes, hurricanes, tsunamis, floods, or volcanoes) on human populations.

Classroom Activities:

The student:

7.3.1 Sorts pictures of sun, rain, tornados, and snow.

7.3.2 Responds to (anticipate, eye gaze, vocalize, point or partially participate in) media coverage of recent natural disasters.

7.3.2 Matches pictures or media coverage depicting natural disasters with their aftermath.

Standard 7.4 The student evaluates the human systems of the world.

Extended Academic Indicators (EAIs):

7.4.1 Compare and contrast common characteristics of two world cultures (e.g., language, food, and money systems).

7.4.2 Describe population growth and change in the local community.

Classroom Activities:

The student:

7.4.1 Participates in cooking ethnic foods.

7.4.1 Views different types of currency from different countries.

7.4.1 Views clothing from different countries.

7.4.1 Participates in language activities (e.g., hello, good-bye, common phrases).

7.4.2 Creates a collage showing community growth and change.

7.4.2 Graphs classroom attendance for one week.

7.4.2 Creates a collage showing acquaintances born or deceased in the past year or showing classmates enrolling and transferring since the first day of school.

Standard 7.5 The student examines the interactions of humans and their environment.

Extended Academic Indicators (EAIs):

7.5.1 Describe ways that people adapt to their climate and environment (e.g., different types of houses and clothing).

Classroom Activities:

The student:

7.5.1 Selects articles of clothing in relation to climate.

7.5.1 Identifies environmental sources of personal discomfort/comfort (i.e., rain, cold, heat) and reacts appropriately.

Standard 7.6 The student analyzes problems and issues from a geographic perspective using the skills and tools of geography.

Extended Academic Indicators (EAIs):

7.6.1 Describe the effect of major environmental problems (e.g., global warming, pollution, deforestation) on both humans and animals.

Classroom Activities:

The student:

7.6.1 Matches pictures of pollution sources with pictures of polluted resources.

7.6.1 Demonstrates effects of littering on our water source (i.e., oil, soap, trash).

GRADE 8

Grade 8

Mathematics

The following concepts and skills are required by all students completing eighth grade. The major concepts should be taught in-depth using a variety of methods and applications so that all students have accessibility to and understanding of these concepts.

Standard 8.1 Algebraic Reasoning: Patterns and Relationships – The student will graph and solve linear equations and inequalities in problem solving situations.

Essence/Big Ideas: Use algebraic properties to solve equations.

Extended Academic Indicators (EAIs):

8.1.1 Use a bar chart and select the bar that represents the greatest amount and the least amount.

8.1.2 Solve a one-step linear equation with one variable.

8.1.3 Chart data and describe a pattern.

8.1.4 Identify items as the same or different by attributes.

Classroom Activities:

The student:

8.1.1 Responds to (anticipate, eye gaze, vocalize, point) two groups/sets that represent less and more.

8.1.1 Selects the correct bars which represent the least and greatest, when given manipulatives arranged to represent a bar chart.

8.1.2 Solves a linear equation by using concrete objects, pictures, or preferred items, and uses a tray to count five groups of six to get 30 (5 x n = 30).

8.1.3 Charts data and describes a pattern by using daily weather or lunch count data for one week.

8.1.4 Identifies which item does not belong or which items are the same when given a group of three or more concrete objects, pictures or student preferred items. Sorts by attributes, up to three.

Standard 8.2 Number Sense and Operation – The student will use numbers and number relationships to solve a variety of problems.

Extended Academic Indicators (EAIs):

8.2.1 Recognize and demonstrate multiplication as repeated addition, adding groups of the same number.

8.2.2 Use estimation to select a reasonable answer to a real world problem involving whole numbers up to fifty.

8.2.3 Solve a simple word problem.

8.2.4 Compare and order whole numbers to 100, fractions (1/2, 1/3, 1/4) and decimals representing money to $5.00.

Classroom Activities:

The student:

8.2.1 Responds to (anticipate, eye gaze, vocalize, point) groups of objects.

8.2.1 Uses manipulatives to model equal groups.

8.2.1 Uses manipulatives to model or show multiplication facts (i.e., uses items in a tray to count two groups of five to get ten).

8.2.2 Uses money to estimate a quantity (more, less, a bunch, or actual number) of coins or dollars to purchase items up to $0.50 or $50.

8.2.2 Makes purchase using "next higher dollar" method.

8.2.3 Uses manipulatives to show solution to real life story problem orally described to student.

8.2.4 Recognizes (respond to, eye gaze, point to) different sizes of like items on a field trip to community stores.

8.2.4 Identifies the position of a number, size, or quantity on a number line in relation to a given position or point (i.e., number line 0-100 or pictures representing various sizes or quantities).

Standard 8.3 Geometry - The student will use geometric properties to solve problems in a variety of contexts.

Extended Academic Indicators (EAIs):

8.3.1 Recognize and reproduce circles, squares, triangles, and rectangles.

8.3.2 Classify shapes and solid figures.

8.3.3 Consistently use special terms to describe relative positioning or perspective (i.e., over, under, left, right, above, below, between, after, before).

Classroom Activities:

The student:

8.3.1 Responds to (anticipate, eye gaze, vocalize, point) or partially participates in, matching objects, pictures, preferred items that are circular, square, triangular, or rectangular.

8.3.1 Identifies, matches, imitates or reproduces circles, squares, triangles, and rectangles by using concrete objects, pictures or preferred items.

8.3.2 Selects correct receptacle (i.e., coin sorter, lock, silverware tray) by using concrete objects (i.e., coins, keys, silverware).

8.3.3 Demonstrates understanding of position or perspective words by using concrete objects, pictures, preferred items, words, or people.

Standard 8.4 Measurement - The student will use measurement to solve problems in a variety of contexts.

Extended Academic Indicators (EAIs):

8.4.1 Estimate and understand volume permanence in real world settings.

8.4.2 Select and use appropriate tools for measurements in real world settings.

8.4.3 Recognize proportion by describing an object as too wide/narrow or too tall/short for a space.

8.4.4 Apply appropriate formulas to real life applications.

Classroom Activities:

The student:

8.4.1 Uses manipulatives (e.g., rice, water) to explore various shaped containers to estimate volume.

8.4.2 Uses a variety of instruments to measure basic attributes (i.e., ruler, scale, clock, calendar, thermometer).

8.4.3 Uses a sectioned food tray, places appropriate items in appropriate compartments.

8.4.4 Follows basic steps in a recipe to make a common dish.

Standard 8.5 Data Analysis - The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.

Extended Academic Indicators (EAIs):

8.5.1 Apply appropriate formats to display collected data.

8.5.2 Identify the median in a set of data.

Classroom Activities:

The student:

8.5.1 Follows a picture schedule to complete daily activities.

8.5.1 Creates a daily chart of a schedule with times or periods listed.

8.5.2 Identifies the median length object by using concrete objects representative of various lengths.

Adapted for

Grade 8

Reading/Literature

The student applies a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 8.1: Vocabulary - The student develops and expands knowledge of words and word meanings to increase vocabulary.

Extended Academic Indicators (EAIs):

8.1.1 Identify/use words with similar meanings (e.g., small/little/tiny, big/large).

8.1.2 Identify words in context by demonstrating knowledge of word meanings of everyday items.

8.1.3 Identify influence of word origin by historical events.

8.1.4 Find meaning of words in a variety of resources (e.g., picture dictionary/ thesaurus/computer).

8.1.5 Identify the correct definition for a vocabulary word.

8.1.6 Increase word usage and vocabulary.

8.1.7 Identify familiar metaphors and similes in text or other media.

Classroom Activities:

The student:

8.1.1 Matches new vocabulary words to the correct definition when presented.

8.1.1 Attends to grade-appropriate items.

8.1.1 Matches objects to objects, pictures to pictures (make-up items, movies, games) words to words.

8.1.1 Independently reads.

8.1.1 Uses visual schedules to move within their community.

8.1.1 Reads and comprehends store ads, phonebook, front of CD cover, PECS symbol (point/exchange) – eye gaze, sign language, object to object, or actual object.

8.1.2 Identifies ingredients needed to make a snack.

8.1.2 Identifies safety signs in the school and community.

8.1.3 Identifies/uses words that are antonyms.

8.1.4 Attends to peer tutors read fairy tales or fables from other countries.

8.1.5 Uses a picture dictionary created by teacher to be student specific (cooking items, cleaning items, projects, people in their school).

8.1.5 Identifies/uses vocabulary words.

8.1.6 Identifies compound words (e.g., motorcycle, headphones).

8.1.7 Uses the actual object to identify vocabulary word (ex.: cold – ice cube, hot – warm rice pack or picture).

8.1.7 Listens to a story and identifies similes or metaphors and repeats the metaphors they have heard (e.g., swim like a fish; drop like a rock; light as a feather).

Standard 8.2 Fluency - The student identifies words rapidly so that attention is directed to the meaning of the text.

Extended Academic Indicators (EAIs):

8.2.1 Read 1- 20 pictures/letters/words/sentences accurately.

8.2.2 Participate in silent reading activities for increased periods of time.

8.2.3 Participate in reading activities that use punctuation as a cue for pausing and characterization.

Classroom Activities:

The student:

8.2.1 Reads familiar pictures /letters/words/sentences in (arranged) sequence.

8.2.1 Reads alphabet, letters in their names, first letter or any and all letters in their name.

8.2.1 Reads words within their environment (safety signs, library card, name tag, locker, hall pass).

8.2.1 Reads directions (printed, picture).

8.2.1 Reads familiar texts with increasing fluency.

8.2.1 Reads and recognizes a variety of text structures (e.g., menus, books, pamphlets).

8.2.1 Reads instructional level words with consistency.

8.2.1 Reads high frequency words and functional symbols.

8.2.2 Interacts with instructional materials (book, workbook, newspaper, worksheet) for extended periods of time.

8.2.2 Reads visual schedules, lunchroom menus, community menus, newspapers, magazines, CD covers, map of school, recipes, basic assembly instructions, simple step directions, driver education books – motorcycle/car, hunter safety license, or safety manual for technology classes.

8.2.3 Reads materials on instructional level that use expression and characterization (peer read/teacher read/books on tape).

Standard 8.3 Comprehension/Critical Literacy - The student interacts with the words and concepts in a text to construct an appropriate meaning.

Extended Academic Indicators (EAIs):

8.3.1 Makes predictions after reading, hearing, or viewing text or media.

8.3.2 Responds to the main idea/events from text or media presentation.

8.3.3 Identifies characteristics of the main characters in a text (e.g., young, old, tall, short, cowardly, brave).

8.3.4 Identifies cause/effect events or actions.

8.3.5 Uses the different types of text to gain information.

8.3.6 Answers basic comprehension questions (Who? What? Where? When?) about a text he or she read or heard read.

Classroom Activities:

The student:

8.3.1 Predicts information in a text (e.g., what ingredients might be needed to make something in a recipe) and checks text to confirm.

8.3.1 Looks at the cover of a book and tells/identifies from choice of two options/answers yes/no questions regarding what the book will be about.

8.3.2 Uses pictures to identify a simple main idea after hearing a story.

8.3.2 Retells information text or media.

8.3.3 Sequences the character of the story (e.g., baby, child, adult, older person for a story about a person).

8.3.3 Identifies how a character changes in a course of a grade-appropriate story.

8.3.3 Answers yes/no questions regarding a character throughout a grade-appropriate story.

8.3.4 Identifies pictures/events that show cause/effect relationships (e.g., selects the picture of hygiene activities and consequences of not using).

8.3.5 Sorts two sets of pictures into factual and fictional (e.g., real pictures of rabbits vs. an abstract illustration which represents an opinion of what a rabbit looks like).

8.3.5 Expresses an opinion about the text.

8.3.5 Uses pictures and context to support comprehension of unfamiliar text.

8.3.6 Answers questions using yes/no response or switch or other appropriate communication mode.

Standard 8.4 Literature - The student reads, constructs meaning, and responds to a wide variety of literary forms.

Extended Academic Indicators (EAIs):

8.4.1 Participate in readings from two or more literary genres identifying story elements.

8.4.2 Identify the title of familiar text.

8.4.3 Identify important ideas or story elements (setting/character/plot) from two genres.

8.4.4 Identify similarities or differences between characters, settings, plots in two or more texts or media presentations.

8.4.5 Imitate sounds of alliteration.

Classroom Activities:

The student:

8.4.1 Identifies target words used when seeing/going to a play.

8.4.1 Uses target story ideas/elements during a field trip.

8.4.1 Identifies target story ideas/elements during movie.

8.4.2 Uses a matching activity to identify title and familiar text.

8.4.2 Uses a matching activity to name a favorite song.

8.4.2 Gets movie jacket or CD and matches to favorite movie or song.

8.4.3 Using songs, movies, videos to match story ideas/elements.

8.4.3 Attends a play and identifies similarities/differences of characters.

8.4.4 Identifies the similar settings in the stories.

8.4.5 Identifies two or more sounds that are familiar (i.e., fire drill vs. tornado drill).

8.4.5 Answers yes/no (points or indicates through their modality) questions regarding similarities between two or more books.

8.4.5 Uses voice output device to imitate sounds of alliteration (use two recorded responses for the student to select the correct answer).

Standard 8.5 Research and Information: The student conducts research and organizes information.

Extended Academic Indicators (EAIs):

8.5.1 Locate words in picture dictionary and locate topics in a simple picture book.

8.5.2 Use the cover, illustrations, and key words to locate information in a text.

8.5.3 Locate a variety of resources (e.g., pictures on Web, from books, magazines, newspapers) on the topic.

8.5.4 Use maps, charts, and illustrations to access information.

8.5.5 Select a topic of interest and gathers information about topic.

8.5.6 Find information related to a personal issue from a source like a newspaper or phone book and identify at least two sources of information.

8.5.7 Use a table of contents to find information in a text.

Classroom Activities:

The student:

8.5.1 Uses teacher-created picture dictionary with age-appropriate pictures created meaningfully to the student.

8.5.2 Looks at the cover of a book and tells/identifies from choice of two options/answers yes/no questions regarding what the book will be about.

8.5.2 When shown a book cover, the student predicts what information is in the book (through pointing, eye gaze, verbal).

8.5.3 Participates in a treasure hunt or scavenger hunt map to gather information from the community.

8.5.3 Uses a phone book, menu, map, schedules, calendar, Internet, newspaper, or television guide, to gain information.

8.5.4 Uses a map to move around the building or community (to the library, office).

8.5.5 Identifies a topic and accesses information from two or more sources, (e.g., teacher, librarian, cafeteria worker, classroom resources).

8.5.6 Locates information from at least two sources (Internet, food service workers, television, weather, television guide, movie line-up, job openings, bulletin boards from public locations as well as school settings).

8.5.7 Uses a phone book or student directory to find information.

8.5.7 Answers a question by looking in a dictionary and asking a teacher.

8.5.7 Finds information on a map.

Adapted for

Grade 8

Writing

Writing should be taught as a natural and integral part of the curriculum. Instruction should encourage whole pieces of writing for real purposes and real audiences (and should include all stages of the writing process). Because writing is recursive, the stages may not occur in a linear sequence, but the writer may revert to an activity characteristic of an earlier stage. The stages of the writing process include prewriting, drafting, revising, editing, and publishing.

Standard 8.1: Writing Process - The student uses the writing process to write coherently.

Extended Academic Indicators (EAIs):

8.1.1 Use the writing process (i.e., prewriting, writing, revising, edit, and share) to write coherently.

8.1.2 Use details and examples to develop an idea.

8.1.3 Use chronological patterns in writing process.

8.1.4 Use precise words to convey specific meaning or tone.

8.1.5 Use a variety of sentence structures, types and lengths to contribute to fluency and interest.

8.1.6 Edit writing, drawings, or media to communicate complete ideas or sentences by incorporating personal, peer, and/or teacher edits.

Classroom Activities:

The student:

8.1.1 Selects a picture/object from a field of three or more items.

8.1.1 Uses the writing process to make marks in progression from left to right and top to bottom.

8.1.1 Uses writing tools to create purposeful writing.

8.1.1 Responds to teacher questions (e.g., Which sentence "sounds" better?).

8.1.1 Shares writing, drawings or media presentation with peers or adults.

8.1.2 Uses pictures, words, symbols to develop an idea.

8.1.2 Sequences selected pictures to tell a story.

8.1.2 Expresses a story (i.e., tell, pictures, writing, technology).

8.1.3 Sequences pictures to describe a task sequence for functional work skills.

8.1.3 Uses visual schedules to complete a task.

8.1.4 Communicates safety standards, (i.e., stranger danger, say "No," "Stop," "Help").

8.1.4 Provides information or assistance to communicate information (i.e., library aid, office assistant, classroom helper).

8.1.4 Uses voice inflection or punctuation to express wants/needs/opinions/ preferences (i.e., exclamatory, questions, verbally, written).

8.1.5 Increases writing production through the addition of two or more descriptors (i.e., color, size, location, timing).

8.1.5 Arranges symbols/pictures or answers yes/no questions to express complete thought.

8.1.6 Edits final draft to improve story by participating in presentation of final draft to improve story by adding descriptors (i.e., teacher/peer reading of final draft, student reading, voice output device, story board, computer).

Standard 8.2 Modes and Forms of Writing - The student communicates through a variety of written forms and for various purposes and to a specific audience or person.

Extended Academic Indicators (EAIs):

8.2.1 Write a biographical or autobiographical story including self evaluation.

8.2.2 Develop a research report.

8.2.3 Develop a persuasive argument.

8.2.4 Express multistep procedures within time restraints with use of organizational structures.

8.2.5 Respond to literary inferences.

8.2.6 Review a favorite book or film.

8.2.7 Write a letter.

8.2.8 Use handwriting/penmanship to copy and or compose.

Classroom Activities:

The student:

8.2.1 Shares a personal incident, short story, or event relevant to themselves (i.e., pictures, symbols, sentence strips, technology).

8.2.1 Uses pictures/symbols to describe a personal event relevant to student.

8.2.1 Writes a three sentence report to describe a personal event relevant to student.

8.2.2 Retells a family story in student's preferred mode of communication.

8.2.2 Shares a research report about an event (i.e., holiday, community, home, school).

8.2.3 Participates in the development of a commercial for favorite food or musical group.

8.2.3 Participates in the development of a persuasive argument.

8.2.3 Participates in the development of a persuasive argument to get something within student's classroom or school changed.

8.2.4 Expresses two steps in a multitask procedure (e.g., follow recipe, make a sandwich, through eye gaze, gesture, verbal, sequencing).

8.2.4 Expresses a multistep safety procedure (e.g., tools in technology class, safety manuals, cooking).

8.2.4 Creates an invitation to a party/event.

8.2.4 Follows time restraints (i.e., preheat oven, baking times).

8.2.5 Expresses answers to teacher or peer-prompted questions about the sequence events.

8.2.5 Expresses answers to teacher or peer-prompted questions by predicting what will happen next.

8.2.5 Responds to a cliff hanger story.

8.2.6 Expresses or describes a favorite film including interactions between two major characters.

8.2.6 Expresses likes or dislikes about a favorite book or film (i.e., collage, book jacket).

8.2.7 Selects symbols and words to convey thanks or gratitude.

8.2.7 Writes a letter, invitation, or cards, which includes a salutation, by using symbols, stamping, pictures, words, peer assistance, or technology.

8.2.7 Writes personal notes, cards, and letters using various techniques.

8.2.8 Grasps a writing utensil or uses augmentative keyboard device for composition purposes.

8.2.8 Composes text using correct spacing.

8.2.8 Uses correct spacing and formation of letters.

Standard 8.3 Grammar/Usage and Mechanics - The student demonstrates appropriate practices in writing by applying standard English conventions to the revising and editing stages of writing.

Extended Academic Indicators (EAIs):

8.3.1 Demonstrate correct use of standard English in speaking and writing using pronouns, subjects and verbs.

8.3.2 Demonstrate appropriate language mechanics in writing using capitalization, punctuation and spelling.

8.3.3 Formulate a simple sentence and question.

Classroom Activities:

The student:

8.3.1 Matches and identifies high-frequency symbols/pictures/words (i.e., communication board, sentence strips, technology, pictures, written forms/flash cards).

8.3.1 Matches appropriate high-frequency words in a dictated sentence/phrase (I, a, the, he, she).

8.3.1 Identifies proper nouns such as names of students or teachers.

8.3.2 Capitalizes student's first and last name.

8.3.2 Capitalizes the first letter of a sentence.

8.3.2 Capitalizes titles (i.e., books, magazines, newspapers, or stories).

8.3.2 Identifies punctuation marks at the end of a simple sentence, question, and exclamation.

8.3.2 Identifies capital letters in names and titles.

8.3.2 Matches/identifies the spelling of a child's name, family names, or friends.

8.3.2 Indicates an idea ending by adding the correct punctuation.

8.3.3 Develops a sentence or question with a subject and a verb (i.e., verbal, symbolic, sentence strips, or written).

8.3.3 Uses statements and questions in student's preferred mode of communication.

Priority Academic Student Skills

Adapted for

Grade 8

Science

The skills should be taught by investigating content, concepts and principles of major themes in Physical, Life and Earth/Space Science.

Standard 8.1 **Properties and Chemical Changes in Matter – Physical characteristics of objects can be described using shape, size, and mass. The materials from which objects are made can be described using color, texture and hardness. These properties can be used to distinguish and separate one substance from another.**

Extended Academic Indicators (EAIs):

8.1.1 Demonstrate that two different substances may chemically react when mixed to form new material with different properties.

8.1.2 Objects (matter) can be measured (i.e., hardness, size, temperature, color).

Classroom Activities:

The student:

8.1.1 Observes ingredients to form a new food or substance (e.g., observe ingredients and their differences before baking a cake; mix vinegar and baking soda and watch it make bubbles as new property, observe a nail rusting over time). (Process--observe)

8.1.1 Mixes substances before they change to form new material (e.g., cake batter and baked cake). (Process--experiment: use tool, make observation)

8.1.1 Mixes water with Plaster of Paris while wearing safety goggles. (Process--inquiry: predict and experiment: safety)

8.1.1 Chooses between vinegar and water to mix with to cause a reaction with baking soda. (Use cider vinegar and smell it to help predict between the reaction of water and vinegar with the baking soda.) (Process-- Experiment-make observation; interpret-predict)

8.1.2 Sorts food into groups (i.e., liquids, solids, soft). (Process--classify)

8.1.2 Collects rainfall in a container and measures rainfall in a cup on a rainy day. (Process--Experiment: observe and measure to answer a question)

8.1.2 Makes a choice between two objects by identifying a preference of property – (i.e., hard/soft, big/little). (Process: observe and classify)

8.1.2 Demonstrates object permanence (i.e., search for object) even when the object changes form (e.g., put sand in different types and shapes of containers; play dough in a ball or flat). (Process--observe)

Standard 8.2 Motion and Forces – The motion of an object can be described by its position, direction of motion, and speed.

Extended Academic Indicators (EAIs):

8.2.1 Describe the position of an object as it changes directions.

8.2.2 Measure and identify between slow and fast to represent the speed of an object when in motion.

Classroom Activities:

The student:

8.2.1 Assumes and maintains control of objects in stationary and moving positions. (Process--observe)

8.2.1 Uses basic receptive and expressive vocabulary to interpret words, phrases that describe motion properties of objects such as "right, left, near, far, beside." (Process--observe and classify)

8.2.1 Responds to the position of a ball when you play a sport or use for recreation (i.e., wheelchair basketball, pool, kickball). (Process--observe)

8.2.2 Attends to the properties of motion and directions with age-appropriate stimuli in environment when directed (i.e., slow bike or fast car, basketball at center court, baseball on table). (Process-- observe and classify)

8.2.2 Indicates when they want something or someone to go faster or slower (i.e., faster in the wheelchair, spin faster, walk slow). (Process--observe: and classify)

Standard 8.3 Diversity and Adaptations of Organisms – Millions of species of animals, plants, and microorganisms are alive today. Although different species might look dissimilar, the unity among organisms becomes apparent from an analysis of internal and external structures. Adaptation involves the selection of naturally occurring variations in populations.

Extended Academic Indicators (EAIs):

8.3.1 Identify structures inside and outside of organisms by likenesses and differences (e.g., bones, fluids, hair).

8.3.2 Identify characteristics of organisms that allow them to live in their environments.

Classroom Activities:

The student:

8.3.1 Responds to (anticipate, eye gaze, vocalize, point, partially participate in) observation and measurement of likenesses/differences in characteristics of people, other animals, plants (e.g., hair/skin color, emotions, wings/legs/beaks/tails, leaves/blooms/stems). (Process--observe)

8.3.1 Classifies, groups, and sorts living organisms by one property (i.e., likenesses/differences: large/small, round/square, colors, hair/skin color, wings/legs/beaks/tails, leaves/blooms/stems). (Process--classify)

8.3.1 Attends to needs of organisms in environment when directed (i.e., combing hair vs. brushing hair of a pet).

8.3.1 Distinguishes between basic body parts (e.g., eyes, mouth, skin, arms, legs, heart). (Process--classify)

8.3.2 Responds to (anticipate, eye gaze, vocalize, point, partially participate in) observation and measurement of likenesses/differences in ways people, other animals and plants, adapt to environments (e.g., shelters, foods). (Process--observe)

8.3.2 Experiments with changes in organisms and adaptations to their environments (i.e., plant growth, life cycles, habitats, conditions for growth). (Process--experiment-ask, make observation)

8.3.2 Collects/records experiment data and makes predictions about changes/adaptations in organisms (i.e., plant growth, life cycles, habitats, conditions for growth). (Process--interpret: make predictions)

8.3.2 Anticipates change to adapt to the environment when presented with a visual, auditory, or tactile cue (i.e., take coat off, put clothes on, go outside to play). (Process--interpret: identify patterns)

8.3.2 Initiates an action to get an outcome (i.e., verbalize to get food, ignore eating utensil when done). (Process--interpret: identify patterns)

8.3.2 Demonstrates skills to care for personal health (i.e., grooming and hygiene, basic first aid and illnesses, physical fitness, eating). (Process--experiment: ask question, formulate procedure, observe outcome)

Standard 8.4 Structures of the Earth and the Solar System – The earth is mostly rock, three-fourths of its surface is covered by a relatively thin layer of water, and the entire planet is surrounded by a relatively thin blanket of air, and is able to support life.

Extended Academic Indicators (EAIs):

8.4.1 Describe how the earth consists of land and water and is covered by air.

8.4.2 Observe and describe the differences in properties when rock formations change (e.g., rock [large] to dirt [small]).

8.4.3 Identify that objects will always fall to the ground (i.e., gravity).

Classroom Activities:

The student:

8.4.1 Responds to (anticipate, eye gaze, vocalize, point, partially participate in) observation and characteristics of land, water, air, and gravity. (Process--observe)

8.4.1 Classifies, groups, and sorts land forms by predominant environment (land, water, air). (Process--classify)

8.4.1 Experiments with land, water, and air as individual substances and their interactions. (Process--experiment: ask, make observation)

8.4.1 Identifies land and water on map. (Process--observe and classify)

8.4.2 Responds to (anticipate, eye gaze, vocalize, point, partially participate in) observation and characteristics of rocks, rock formations, and formation changes. (Process--observe)

8.4.2 Classifies, groups, and sorts common inorganic mixtures as rock formation, rock, or sand, and gives uses of each. (Process--classify, interpret: communicate-tell details)

8.4.2 Experiments with changing rocks to sand to discover characteristics of each. (Process--experiment: ask, make observation, interpret: identify patterns, make predictions, tell details)

8.4.2 Experiences different textures of earth materials – sand, dirt, water, mud, ice. (Process--observe)

8.4.2 Observes teacher hammering a rock to break into pieces to understand that rock formations can change. (Process--observe, safety-use goggles)

8.4.3 Experiments with different substances and their interaction with gravity (e.g., hold and drop a rock and a feather). (Process--interpret: make predictions; share outcomes)

8.4.3 Recognizes pictures that show water moves and flows downhill due to gravity. (Process--observe; interpret/communicate: make prediction)

Standard 8.5 The Earth's History – The Earth's history involves periodic changes in the structures of the earth over time.

Extended Academic Indicators (EAIs):

8.5.1 Identify local events and how they change the earth (e.g., storms, tornadoes, floods, drought).

Classroom Activities:

The student:

8.5.1 Responds to (anticipate, eye gaze, vocalize, point, partially participate in) pictures showing the effects of natural disasters and the differences. (Process--observe)

8.5.1 Classifies/sorts pictures: which is the effect of tornado, fire, and flooding? (Process--observe: ask, make observation)

8.5.1 Attends to auditory, visual, tactile stimuli on a stormy, rainy, windy day or simulated tornado warning (i.e., respond to loud sirens). (Process--observe).

Priority Academic Student Skills

Adapted for

Grade 8

United States History

The focus of the course in United States History for Grade 8 is the American Revolution through the Civil War and Reconstruction era (1760-1877). However, for the Grade 8 criterion-referenced test over "History, Constitution and Government of the United States," the time frame is 1760-1860, or from approximately George III's succession to the British throne to the election of Abraham Lincoln as president.

Standard 8.1 The student develops and practices process skills in social studies.

Extended Academic Indicators (EAIs):

8.1.1 Identify cause/effect, artifacts, documents, and timelines in past, present, and future events.

8.1.2 Locate on a United States map major physical features.

8.1.3 Identify economic and political issues, propaganda, and/or patriotic slogans and excerpts from notable speeches or documents.

Classroom Activities:

The student:

8.1.1 Uses family photographs/documents to recount family history.

8.1.1 Organizes familial information into a timeline.

8.1.2 Locates water and land mass using a map or globe.

8.1.3 Participates in the Pledge of Allegiance.

8.1.3 Identifies Oklahoma state flag and United States flag.

8.1.3 Participates in activities depicting historical events (i.e., movies, pictures, speeches, Internet, skits).

Standard 8.2 The student develops skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Extended Academic Indicators (EAIs):

8.2.1 Retell main idea and major events from a text, dramatization, or other media presentation of an historical event.

8.2.2 Introduce American art, music, and literature.

Classroom Activities:

The student:

8.2.1 Matches two or more major historical events (i.e., same to same).

8.2.1 Participates in activities depicting an historical event.

8.2.1 Matches event significance using pictures, flash cards, sentence strips, oral, written.

8.2.2 Participates in various activities that expose the students to patriotic/period appropriate music (i.e., National Anthem, Yankee Doodle, Johnny Comes Marching Home).

8.2.2 Views historical American artwork.

8.2.2 Participates in various activities that expose the students to American literature.

Standard 8.3 The student examines and explains the causes of the American Revolution and the ideas and interests involved in forging the revolutionary movement.

Extended Academic Indicators (EAIs):

8.3.1 Identify or illustrate a critical event leading to the American Revolution (e.g., taxation without representation, the Boston Massacre, the Boston Tea Party, or the First Continental Congress).

Classroom Activities:

The student:

8.3.1 Participates in the development of a timeline highlighting major events leading to the American Revolution.

8.3.1 Participates in activities depicting historical events (i.e., movies, pictures, speeches, Internet, skits).

Standard 8.4 The student evaluates and describes the factors which affected the course of the American Revolution and contributed to the American victory.

Extended Academic Indicators (EAIs):

8.4.1 Identify a major idea from the Declaration of Independence.

8.4.2 Recognize different roles or perspectives on the war (e.g., Native Americans, slaves, African Americans, whites).

8.4.3 Associate a fact with a key individual in the revolutionary period.

Classroom Activities:

The student:

8.4.1 Chooses a major idea from the Declaration of Independence (i.e., All People are Created Equal, the Rights to Life, Liberty, and the Pursuit of Happiness using pictures or sentence strips) when given two or more choices.

8.4.2 Performs dramatization, skits, plays, readings, pictures, or movies, depicting different roles or perspectives in relation to the American Revolution.

8.4.3 Matches picture of individual to his/her role in history (i.e., George Washington, Betsy Ross, Benjamin Franklin, Paul Revere, Thomas Jefferson, Patrick Henry).

Standard 8.5 The student examines the significance of and describes the institutions and practices of government created during the American Revolution and how they were revised between 1787 and 1815 to create the United States Constitution and the Bill of Rights.

Extended Academic Indicators (EAIs):

8.5.1 Identify or illustrate a major idea expressed in the articles from the Bill of Rights.

8.5.2 Identify or illustrate the three branches of government.

8.5.3 Introduce students to the Preamble to the United States Constitution.

Classroom Activities:

The student:

8.5.1 Chooses a major idea from the Bill of Rights (i.e., Freedom of Speech, Freedom of Religion, Right to Assemble, Freedom of the Press, Right to Petition) using pictures, sentence strips, or field trips, when given two or more choices.

8.5.2 Completes activities, art activities, skits, dramatization, or views movies, or film strips.

8.5.3 Participates in peer readings, tape recordings, sign language, video, teacher read, or computer projects.

Standard 8.6 The student examines and describes the economy of the United States from 1801 to 1877.

Extended Academic Indicators (EAIs):

8.6.1 Identify a major transportation system established in the United States during the first half of the 19th century.

8.6.2 Identify or illustrate the life circumstances of slaves.

Classroom Activities:

The student:

8.6.1 Chooses from two or more choices and selects a transportation system (i.e., boat/wagon/train).

8.6.2 Matches activities depicting agricultural crops (e.g., sugar cane, cotton, tobacco).

Standard 8.7 The student examines the significance of the Jacksonian era.

Extended Academic Indicators (EAIs):

8.7.1 Identify an event that occurred during the Jacksonian era.

8.7.2 Identify communities associated with the Five Tribes.

Classroom Activities:

The student:

8.7.1 Matches items associated with the Trail of Tears.

8.7.1 Participates in a reenactment.

8.7.1 Plots/traces on a map.

8.7.1 Identifies the beginning and ending point of the Trail of Tears.

8.7.2 Matches two of the five communities associated with the Five Tribes.

8.7.2 Participates in awareness activities (museums, films, videos, field trips).

8.7.2 Locates a tribe associated community on an Oklahoma map.

Standard 8.8 The student researches and interprets evidence of how Americans endeavored to reform society and create a distinct culture from 1801 to 1877.

Extended Academic Indicators (EAIs):

8.8.1 Participate in awareness activities of early reform leaders.

8.8.2 Identify one state of the Confederacy on a map of the United States.

Classroom Activities:

The student:

8.8.1 Reviews video tapes, classroom discussions, museum, field trips, dramatizations, skits (i.e., Sojourner Truth, Harriet Tubman, Fredrick Douglas, Harriet Beecher Stowe, John Brown).

8.8.2 Colors, points to, or selects a state (i.e., Texas, Florida, Arkansas) on a map of the United States, by choosing a puzzle piece.

Standard 8.9 The student evaluates and explains the westward expansion of the United States from 1801 to 1877.

Extended Academic Indicators (EAIs):

8.9.1 Distinguish between the life style of the pioneers and today.

Classroom Activities:

The student:

8.9.1 Matches items (e.g., washboard/washing machine, tub of butter/churning butter, clothes line/dryer, foods, games, wagon/car, hunting/grocery store).

Standard 8.10 The student examines and describes how the North and South differed and how politics and ideologies led to the Civil War.

Extended Academic Indicators (EAIs):

8.10.1 Explore the differences leading up to the war between the North and the South.

Classroom Activities:

The student:

8.10.1 Describes or matches different transportation means (i.e., cart/wagon – train/horses).

8.10.1 Examines the economy – factory workers/slaves.

8.10.1 Compares and contrasts cities vs. rural farms (plantations).

Standard 8.11 The student describes the course and character of the Civil War and Reconstruction eras and their effects on the American people, 1861 – 1877.

Extended Academic Indicators (EAIs):

8.11.1 Explore significant individuals and their roles in relation to the Civil War.

Classroom Activities:

The student:

8.11.1 Views movies, surfs the Internet, views skits, performs matching, reads about significant people in the civil war (e.g., Jefferson Davis, Abe Lincoln, Clara Barton, Robert E. Lee, U.S. Grant).

8.11.1 Identifies or tells the importance and accomplishments of Abraham Lincoln.

END-OF-INSTRUCTION

ALGEBRA I

Adapted for

High School

Algebra I

The following skills are required of all students completing Algebra I. The concepts are considered minimal exit skills. Major concepts should be taught in-depth using a variety of methods and applications (concrete or abstract).

Standard A.1 Number Sense and Algebraic Operations - The student will use expressions and equations to model number relationships.

Extended Academic Indicators (EAIs):

A.1.1 Use a formula to solve a problem.

A.1.2 Use numbers and math terms to describe the relationship in a set of data.

A.1.3 Indicate an awareness of dependent and independent variables.

Classroom Activities:

The student:

A.1.1 Recognizes (anticipate, eye gaze, vocalize, point, imitate) the "next step" in a routine or sequence.

A.1.1 Uses a number line to show that 3+X=5.

A.1.2 Uses student preferred items to represent a linear equation. Ask student to use numbers and math terms to translate (state) the equation and vice versa (i.e., put two CDs, three CDs, and an empty box in a row on table and ask student to say/write a number sentence for the equation using numbers and math terms or vice versa).

A.1.3 Sells items from a classroom store; student shows awareness that more items sold results in higher sales.

A.1.3 Shows an awareness that the more items purchased the more money required when purchasing three to ten items of the same price.

Standard A.2 Relations and Functions - The student will use relations and functions to model number relationships.

Extended Academic Indicators (EAIs):

A.2.1 Translate word phrases and sentences into expressions or equations.

A.2.2 Simplify and evaluate a simple linear equation.

A.2.3 Model and describe basic number relationships.

A.2.4 Represent the idea of a variable as an unknown quantity using a letter or symbol.

Classroom Activities:

The student:

A.2.1 Uses concrete objects, pictures, or student preferred items to create mathematical operations (+,-,×,÷) number sentences involving number to 100.

A.2.2 Uses concrete objects, pictures or preferred items to simplify mathematical operations (+,-,×,÷) using more than two numbers (i.e., using the school lunch menu the student will determine how many days a week hamburgers are served and calculate for a monthly total).

A.2.3 Uses concrete objects, pictures, student preferred items or number line to recognize, name, imitate, or solve >,<,=.

A.2.4 Uses concrete objects, pictures, student preferred items, or number line to determine an unknown and create a number sentence with a variable.

Standard A.3 Data Analysis, Probability and Statistics - The student will use data analysis, probability and statistics to formulate and justify predictions from a set of data.

Extended Academic Indicators (EAIs):

A.3.1 Translate data from one representation to another.

A.3.2 Make valid predictions based on data.

A.3.3 Collect data involving two or more variables and display them on a graph or chart.

Classroom Activities

The student:

A.3.1 Translates from schedule to periods (analog or digital time) by using a class or student schedule.

A.3.2 Predicts what comes next in regards to weather, time, schedules, purchases, clothing choices, by using obtained information.

A.3.3 Uses information obtained about objects, pictures, preferred items, schedule, student collects data and displays on a list, graph, chart (i.e., use schedule to chart periods and blocks of time for activities on schedule) to create a graph or picture.

English II—Reading

Adapted for
High School

English II—Reading

Reading/Literature: The student applies a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard EII.1: Vocabulary - The student develops and expands knowledge of words and word meanings to increase vocabulary.

Extended Academic Indicators (EAIs):

EII.1.1 Identify/use words with similar meanings (e.g., small/little/tiny, big/large).

EII.1.2 Identify words in context by demonstrating knowledge of word meanings of everyday items.

EII.1.3 Apply words of foreign origin associated with foods.

EII.1.4 Find meaning of words in a variety of resources (e.g., picture dictionary/thesaurus/ computer).

EII.1.5 Identify the correct definition for a vocabulary word.

EII.1.6 Use a variety of new terms and word constructions to increase vocabulary.

EII.1.7 Identify familiar metaphors and similes in text or other media.

Classroom Activities:

The student:

EII.1.1 Matches five new vocabulary words to the correct definition when presented.

EII.1.1 Attends to grade-appropriate items.

EII.1.1 Matches objects to objects, picture to picture (i.e., driving signs, clothes items, measuring cup, different sizes of canned goods, soda – by ounces or size).

EII.1.1 Reads independently.

EII.1.1 Uses visual schedules to move in their community.

EII.1.1 Reads grocery flyers, store ads, newspaper, telephone book, front of CD cover, Picture Exchange Communication Symbol (PECS) (point/exchange) – eye gaze, sign language object to object, actual object.

EII.1.2 Recognizes shape and color of sign without the word and identifies the word that goes with the sign, when shown different driving and road signs.

EII.1.2 Attends to driving signs and indicates the sign that was named.

EII.1.2 Uses the actual object to identify vocabulary word (e.g., cold – ice cube, hot – warm rice pack or picture symbols to match).

EII.1.3 Reviews menus and select words of foreign origin; incorporate a cooking activity to distinguish words from each other.

EII.1.4 Identifies safety signs in the school and community.

EII.1.4 Uses Internet, dictionary, and other resources to gain knowledge of words and meanings.

EII.1.5 Uses a picture dictionary created by teacher to be student specific (cooking items, classroom items, projects, people in their jobs).

EII.1.6 Adds words and pictures to picture dictionary.

EII.1.6 Recognizes common prefixes and suffixes as a way to increase vocabulary (e.g., engages in hands-on activities or picture cards to indicate prefixes such as, untie and tie, zip, unzip, redo and do).

EII.1.7 Makes similes using objects from classroom and home (e.g., hard as the floor, soft as an easy chair, furry as a kitten, soft as a pillow).

Standard EII.2 Fluency - The student identifies words rapidly so that attention is directed to the meaning of the text.

Extended Academic Indicators (EAIs):

EII.2.1 Read from a variety of literature sources.

EII.2.2 Participate in silent reading activities for increased periods of time.

EII.2.3 Participate in reading activities that use punctuation as a cue for pausing and characterization.

Classroom Activities:

The student:

EII.2.1 Participates in reading activities from a variety of genres (e.g., peer read, teacher, class, technology).

EII.2.1 Reads alphabet, letters in their names, first letter or any and all letters in their name.

EII.2.1 Reads words within their environment (i.e., safety signs, library card, name tag, locker, hall pass).

EII.2.1 Reads and follows directions (i.e., printed, picture).

EII.2.1 Reads instructional material with increasing fluency.

EII.2.1 Reads and recognizes a variety of text structures (e.g., maps, job applications, class schedules, questionnaires).

EII.2.2 Reads instructional materials silently (i.e., maps, job applications, class schedules, questionnaires, driver's manual).

EII.2.2 Interacts with instructional materials (e.g., book, workbook, newspaper, worksheet) for extended periods of time.

EII.2.2 Reads and follows visual schedules, lunchroom menus, community menus, newspapers, magazines, CD covers, map of school, recipes, basic assembly instructions, simple step directions, driver education books – motorcycle/car, hunter safety license, safety manual for technology classes.

EII.2.3 Reads and responds (anticipate, eye gaze, vocalize, point, and partially participate in) to materials on instructional level that use expression and characterization (i.e., peer read/teacher read/book on tape).

Standard EII.3 Comprehension/Critical Literacy - The student interacts with the words and concepts in a text to construct an appropriate meaning.

Extended Academic Indicators (EAIs):

EII.3.1 Revise predictions after reading, hearing, or viewing text or media.

EII.3.2 Use pictures and context to support comprehension of unfamiliar text.

EII.3.3 Respond (anticipate, eye gaze, vocalize) the main idea/events from text or media presentations.

EII.3.4 Identify characteristics of the main characters in a text (e.g., young/old/tall/short/cowardly/brave).

EII.3.5 Identify cause/effect events or actions.

EII.3.6 Use the different types of text to gain information.

EII.3.7 Answer basic comprehension questions (Who? What? Where? When?) about a text he or she read or heard read.

Classroom Activities:

The student:

EII.3.1 Predicts information in a text (e.g., what ingredients might be needed to make something in a recipe) and checks text to confirm.

EII.3.1 Looks at the cover of a grade-appropriate book and tells/identifies from choice of two options/answers yes/no questions regarding what the book will be about.

EII.3.1 Chooses from among pictures that could also be used for the cover of the book, after hearing a story.

EII.3.2 Uses these type of items to read and understand headings and captions: visual schedules, lunchroom menus, community menus, newspapers, magazines, CD covers, map of school, recipes, or basic assembly instructions.

EII.3.3 Expresses an opinion about the text based on prior knowledge and experiences.

EII.3.3 Uses pictures to identify a simple main idea after hearing a grade-appropriate story or a newspaper/magazine article.

EII.3.4 Answers simple questions about a familiar text.

EII.3.4 Identifies how a character changes in the course of a story.

EII.3.4 Answers yes/no questions regarding a character throughout a grade-appropriate story.

EII.3.5 Identifies pictures/events that show cause/effect relationships (e.g., using road conditions and signs, indicate cause/effect problems: speed/accident, wet roads/sliding, nails on road/flat tire).

EII.3.5 Selects pictures of behavior to demonstrate consequences for behavior used to teach cause/effect.

EII.3.6 Uses simple step directions (e.g., driver education).

EII.3.6 Reads with reading material of their choice (book, newspaper, magazine – age appropriate material) for a period of time.

EII.3.6 Locates headings and captions.

EII.3.7 Retells events after listening to familiar texts.

EII.3.7 Answers questions (activating a switch to turn on a tape recorder).

EII.3.7 Indicates an error in text that is read to them (peer reading, tape recorder, teacher read).

EII3.7 Sequences pictures or objects pertaining to the story.

Standard EII.4 Literature - The student reads, constructs meaning, and responds to a wide variety of literary forms.

Extended Academic Indicators (EAIs):

EII.4.1 Distinguish whether a text or other media is fiction or nonfiction.

EII.4.2 Identify the title and author of a familiar text.

EII.4.3 Read or listen to texts and important ideas from story elements (setting/character/plot) from two different genres.

EII.4.4 Identify similarities or differences between characters, settings, plots in two or more texts or media presentations.

EII.4.5 Imitate sounds of alliteration.

EII.4.6 Identify the author's purpose (e.g., to make you laugh, to give information, or to convince you to do something).

EII.4.7 Listen to and respond to literary works from different cultures.

EII.4.8 Attend to readings of short poems.

EII.4.9 Identify characteristics or experiences of characters from familiar text.

EII.4.10 Identify events in a story.

Classroom Activities:

The student:

EII.4.1 Compares advertising vs. real products.

EII.4.1 Compares two movies.

EII.4.1 Distinguishes between real items (factual items) vs. fake items (fictional items), e.g., fake bus and real bus.

EII.4.1 Watches documentary movie.

EII.4.2 Matches singer to a song.

EII.4.2 Matches CD to a singer.

EII.4.3 Attends to music, a movie, video, CDs, plays, literature, or books.

EII.4.3 Tells the plot of the story.

EII.4.3 Plays music/videos or listens to poems.

EII.4.4 Identifies the similar settings in stories.

EII.4.4 Identifies two or more stories with similarities (e.g., characters, main idea, setting, etc.) from a choice of two or three books.

EII.4.4 Answers yes/no questions regarding similarities between two or more books.

EII.4.4 Answers yes/no (points or indicates through their modality) questions regarding similarities between two or more books.

EII.4.5 Distinguishes between two or more sounds or tones.

EII.4.5 Uses voice output device to imitate sounds of alliteration (i.e., use two or more recorded responses for the student to select the correct answer).

EII.4.6 Matches picture of author's purpose with familiar story.

EII.4.7 Answers yes/no (points or indicates through their modality) questions about different cultures/foods associated with a culture.

EII.4.8 Claps or demonstrates other appropriate movements with a rap song.

EII.4.9 Matches actions of a character with the picture of a character from a familiar story.

EII.4.10 Places three pictures from a familiar story in the proper sequence.

Standard EII.5 Research and Information: The student conducts research and organizes information.

Extended Academic Indicators (EAIs):

EII.5.1 Locate words in picture dictionary and locates topics in a simple picture book.

EII.5.2 Use the cover, illustrations, and key words to locate information in a text.

EII.5.3 Locate a variety of resources (e.g., pictures on Internet, from books, magazines, newspapers) on the topic.

EII.5.4 Use maps, charts, and illustrations to access information.

EII.5.5 Select a topic of interest and gathers information about topic.

EII.5.6 Find information related to a personal issue from a source like a newspaper or telephone book and identifies multiple sources of information.

EII.5.7 Use a table of contents to find information in a text.

EII.5.8 Participate in a short interview to gain information**.**

Classroom Activities:

The student:

EII.5.1 Uses a teacher-created dictionary with age-appropriate pictures that are meaningful to the student.

EII.5.2 Predicts what information is in the book (through pointing, eye gaze, verbal), when shown a book cover.

EII.5.3 Gains information by using a telephone book, menu, map, schedule, calendar, Internet, newspaper, or TV Guide.

EII.5.4 Moves from the school building to various community locations (i.e., to the library, office) by using a map.

EII.5.5 Identifies a topic and accesses information from three or more sources (e.g., teachers, librarian, cafeteria worker, classroom resources, library).

EII.5.6 Locates information from at least three sources (i.e., Internet, food service workers, TV, weather, TV Guide, movie line-up, job openings, bulletin boards from public locations as well as the school settings).

EII.5.7 Makes a schedule in the classroom and reads it.

EII.5.7 Looks in a student bulletin to find information.

EII.5.7 Looks in a school newspaper to find information.

EII.5.8 Activates a recording device to record an interview.

EII.5.8 Asks questions during the interview recited to them by a peer.

EII.5.8 Asks questions during an interview using their voice output device.

ENGLISH II—WRITING

Adapted for

High School

English II—Writing

WRITING - should be taught as a natural and integral part of the curriculum. Instruction should encourage whole pieces of writing for real purposes and real audiences (and should include all stages of the writing process). Because writing is recursive, the stages may not occur in a linear sequence, but the writer may revert to an activity characteristic of an earlier stage. The stages of the writing process include prewriting, drafting, revising, editing, and publishing.

Standard W.1: Writing Process - The student uses the writing process to write coherently.

Extended Academic Indicators (EAIs):

W.1.1 Use the writing process (prewrite, draft, proofread, edit, refine, and share) to develop and compose written expressions.

W.1.2 Extend an idea in verbal and written expressions, (e.g., develop a "story starter") into a narrative story or reflect on a specific topic in a document.

W.1.3 Use transition and sequence words to demonstrate an organized composition using chronological patterns (e.g., first, next, then, after).

W.1.4 Use various words, pictures, or objects to convey a specific meaning in verbal and written format. Use a variety of sentences.

W.1.5 Share likes and dislikes about other's writings or own writing.

Classroom Activities:

The student:

W.1.1 Stamps greetings and salutations in appropriate places on a card.

W.1.1 Responds (anticipate, eye gaze, vocalize, point, and partially participate in) to a stimulus through facial expression or body movement.

W.1.1 Uses a switch to present a story to another class.

W.1.1 Uses picture symbols to document daily activities.

W.1.1 Reacts to pictures or videos and chooses one. Chooses or makes a response to what student feels about the chosen stimulus.

W.1.1 Selects a subject to write about. Uses method of choice to write something. Works with peer to check work. Shares the work in a small work group for critique or revisions.

W.1.2 Makes a collage about an age-appropriate story or topic.

W.1.2 Views a picture, and then tells a story about what will happen.

W.1.2 Uses a voice output switch to tell about a picture.

W.1.2 Chooses a task to describe, while a peer takes pictures of the steps followed to complete the task.

W.1.2 Chooses a familiar routine to tell the next step in the routine.

W.1.3 Places pictures in order of routine for getting ready for school.

W.1.3 Uses pictures to write steps necessary to complete a job (e.g., folding pizza boxes or wiping tables, shredding).

W.1.3 Uses a step-by-step voice output switch to tell the steps in a routine.

W.1.3 Uses a story template for chronological patterns.

W.1.3 Puts the days of the week on a blank calendar.

W.1.4 Chooses correct picture for correct activity (e.g., ball for Physical Education).

W.1.4 Expresses opinion about lunch, while using facial expression to respond.

W.1.4 Makes a thank you note to send to someone in the military.

W.1.4 Uses magnetic words to complete a sentence, such as the dog is ___ (big, little).

W.1.5 Indicates likes or dislikes, immediately after listening to a short story.

W.1.5 Participates in a class vote expressing opinion about the story.

W.1.5 Selects a preferred item from a choice of two items.

W.1.5 Uses a picture story to self-assess after completing a school job.

W.1.5 Uses stamps to indicate what they like or dislike and describe how they felt about the story.

Standard W.2 Modes and Forms of Writing - The student communicates through a variety of written forms and for various purposes and to a specific audience or person.

Extended Academic Indicators (EAIs):

W.2.1 Write a biographical or autobiographical story that identifies a real person, and provide a sequence of at least two facts about the person to show the person's qualities.

W.2.2 Write a report on a topic to inform and include pictorial or audio facts and ideas.

W.2.3 Develop a persuasive argument giving a reason why others need to go along with an idea and a reason to defend the idea.

W.2.4 Write a letter to a business in the community.

W.2.5 Reflect and write about either: (a) personal condition or situation, (b) self evaluation on a class performance.

W.2.6 Write about a topic requiring use of organizational structure and time strategies (e.g., beginning, middle, and ending).

W.2.7 Express likes or dislikes to a book by identifying a character, event, and mood they liked or disliked (consider audio or video version of literature).

W.2.8 Compose and write for different purposes and audience (e.g., letter, card, invitation, work, shopping lists, and to do lists).

Classroom Activities:

The student:

W.2.1 Indicates qualities about themselves (e.g., fruit, human, dog, mineral).

W.2.1 Draws a self-portrait adding descriptive details.

W.2.1 Uses pictures to self-describe.

W.2.1 Uses pictures to write a story about a family member using at least two descriptive words.

W.2.2 Uses a blotter to blot each repeated word, such as a Christmas story each time "Christmas" is repeated.

W.2.2 Makes a photo book.

W.2.2 Writes a story about your favorite activity, using pictures.

W.2.2 Tells a story about a music video.

W.2.3 Requests, with a sign, a need or want.

W.2.3 Utilizes eye gaze to indicate a desired person for participation in an activity.

W.2.3 Discusses why they prefer one food over another, such as pizza over liver.

W.2.3 Presents why students should vote for one kind of pizza to order.

W.2.3 Presents and persuades other classmates on ideas for a party.

W.2.3 Runs for class officer making a campaign poster.

W.2.4 Writes a thank-you note or greeting card, using stamps.

W.2.4 Writes a thank-you note to a classroom guest speaker.

W.2.5 Asks students to identify and describe how they feel.

W.2.5 Asks students to identify descriptive picture of their feelings.

W.2.5 Uses facial expression to reflect on an activity, indicating if they liked or disliked the activity.

W.2.6 Sequences a series of pictures.

W.2.6 Writes a schedule for daily activities.

W.2.6 Completes an incomplete story board schedule.

W.2.7 Writes a review or makes a poster to review a movie or book.

W.2.7 Answers yes/no questions, utilizing switches or raising hand, about the characters, after listening to a story in class.

W.2.8 Makes a shopping list.

W.2.8 Creates cards for the holidays, by using stamps.

W.2.8 Stamps name or signs a card.

W.2.8 Makes a shopping list with pictures from grocery ads.

Standard W.3 Grammar/Usage and Mechanics - The student demonstrates appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Extended Academic Indicators (EAIs):

W.3.1 Demonstrate correct use of standard English in speaking and writing using nouns/pronouns, verbs, subject–verb agreement, and adjectives in speaking and writing.

W.3.2 Demonstrate appropriate language mechanics in writing using correct a) capitals, b) basic punctuation, c) simple plurals, and d) spelling.

W.3.3 Compose and write simple sentences and questions in meaningful contexts without run-on words or fragmented words and phrases.

Classroom Activities:

The student:

W.3.1 Indicates correctly what student needs are.

W.3.1 Composes a picture story.

W.3.1 Completes a short sentence by using magnetic words.

W.3.2 Dobbs capital letters by using an ink dobber.

W.3.2 Dobbs punctuation marks by using an ink dobber.

W.3.3 Recognizes names of students in the class.

ALGEBRA II

Priority Academic Student Skills

Adapted for

High School

Algebra II

The following skills are required of all students completing Algebra II. *Major Concepts* should be taught in-depth using a variety of methods and applications (concrete to the abstract).

Standard AII.1: Number Systems and Algebraic Operations - The student will perform operations with rational, radical, and polynomial expressions, as well as expressions involving complex numbers.

Extended Academic Indicators (EAIs):

AII.1.1 Add and subtract algebraic expressions involving like exponents (e.g., [x + 2]+[2x+ 3] = 3x + 5).

AII.1.2 Multiply and divide algebraic expressions involving exponents with the same base (e.g., $y^4 \cdot y^8 = y^{12}$).

Classroom Activities:

The student:

AII.1.1 Will be able to identify like terms and simplify expressions when given algebraic expressions with exponents.

AII.1.1 Will be able to use appropriate manipulatives (e.g., algebra tiles, color blocks) to model and simplify expressions with exponents and any basic operation (i.e., addition, subtraction, multiplication, and divisions).

AII.1.2 Will be able to identify like bases and determine whether to add or subtract the value of an exponent based on the operation.

AII.1.2 Will be able to use appropriate manipulatives (e.g., algebra tiles, color blocks) to model and simplify expressions with exponents and any basic operation (i.e., addition, subtraction, multiplication, and divisions).

Standard AII.2: Relations and Functions - The student will use the relationships among the solution of an equation, zero of a function, x-intercepts of a graph, and factors of a polynomial expression to solve problems involving relations and functions.

Extended Academic Indicators (EAIs):

AII.2.1 Answer questions about graphs.

AII.2.2 Use graphs to answer questions about situations modeled by equations.

Classroom Activities:

The student:

AII.2.1 Will be able to identify the type of function represented (i.e., parent graph, exponential, polynomial, logarithmic).

AII.2.1 Will be able to identify parts of a given graph (i.e., x- or y-intercept, solution to a system, minimum or maximum of a parabola).

AII.2.2 Will be given a choice of graphs and asked to identify which graph represents a change in the equation for its parent graph.

AII.2.2 Charts data and describes a pattern by using daily weather, lunch count, and attendance.

Standard AII.3: Data Analysis and Statistics - The student will use data analysis and statistics to formulate and justify predictions from a set of data.

Extended Academic Indicators (EAIs):

AII.3.1 Collect data involving two variables and display them on a scatter plot.

AII.3.2 Make valid predictions based on data.

Classroom Activities:

The student:

AII.3.1 Will be able to identify the type of correlation when given a scatter plot (i.e., positive, negative, no correlation).

AII.3.1 Will be able to identify the strength of the correlation when given a scatter plot (i.e., strong or weak).

AII.3.1 Will recognize a scatter plot when given a choice of two or more graphs.

AII.3.2 Will be able to make an appropriate prediction based on the situation when given a scatter plot (e.g., given a plot comparing hours of TV watched and a grade in math class).

AII.3.2 Will chart data (i.e. shows an awareness that the more items purchased, the more money required).

BIOLOGY

Priority Academic Student Skills

Adapted for

High School

Biology

The *Priority Academic Student Skills (PASS)* should be taught by investigating content, concepts, and principles of major themes in the Biological Sciences.

Standard B.1: The Cell – Cells are the fundamental unit of life, composed of a variety of structures that perform functions necessary to maintain life.

Extended Academic Indicators (EAIs):

B.1.1 Identify that the body is made up of cells or parts one cannot see but are necessary to keep organisms alive.

B.1.2 Identify or explain the function of bacteria and viruses.

Classroom Activities:

The student:

B.1.1 Responds to (anticipate, eye gaze, vocalize, point, and partially participate in) observation of the following readiness tasks:

- Tolerates physical stimulation and/or range of motion to the skin or body parts.
- Distinguishes between basic body parts, (e.g., eyes, mouth, skin, arms, legs, heart). (Process--observe/collect)

B.1.1 Classifies, groups, and sorts by one property (e.g., body parts, originating organism, cell pictures/models). (Process--classify)

B.1.1 Experiments with plants, cell models/cells under a microscope to identify characteristics (i.e., size, shape, color, type, plant/animal) and demonstrates that organisms need various types of cells to survive. (Process--experiment: tool, make observation; interpret/communicate: identify patterns)

B.1.1 Collects/records experiment data to answer simple inquiry questions and makes predictions about cells and organisms. (Process--inquiry: make predictions)

B.1.2 Responds to (anticipate, eye gaze, vocalize, point, and partially participate in observation of) the following readiness tasks:

- Identifies signs of food spoilage (e.g., molds, bacterial respiration byproducts, touch). (Process -- inquiry: sharing, predict outcomes)
- Observes objects under a microscope (e.g., onion skin, dry skin). (Process--inquiry: sharing, predict outcomes)
- Makes a model of a cell. (Process -- model: choose a model, interpret a model)

B.1.2 Classifies, groups, and sorts health events (e.g., washing hands, brushing teeth, washing dishes, disease as opposed to exercise, having pets, friends) related to bacteria and viruses. (Process--classify)

B.1.2 Collects/records experiment data to answer simple inquiry questions and make predictions about viruses and bacteria. (Process--interpret: patterns and predictions)

Standard B.2: The Molecular Basis of Heredity - DNA determines the characteristics of organisms.

Extended Academic Indicators (EAIs):

B.2.1 Recognize the basics of the cell cycle.

B.2.2 Identify the similarities and differences in appearance between parents and offspring.

Classroom Activities:

The student:

B.2.1 Responds to (anticipate, eye gaze, vocalize, point, and partially participate in) observation of readiness tasks such as:

- Imitating the actions of others.
- Recognizing and labeling cell division and the cell cycle.
  (Process -- observe)

B.2.1 Experiments with cell cycle models or cells under a microscope to identify cycle stages.

B.2.2 Responds to (anticipate, eye gaze, vocalize, point, partially participate in) observation of readiness tasks such as:

- Matches offspring to parents.
- Identifies traits where we are like our parents (e.g., blue eyes like mother). (Process -- observe; interpret: communicate pattern)

B.2.2 Classifies, groups, and sorts by one inherited property (i.e., eye/hair color, wings/legs, feathers/fur, hooves/toes). (Process -- classify)

B.2.2 Collects/records experiment data to answer simple inquiry questions and makes predictions about parents/offspring. (Process -- interpret: identify pattern; inquiry: make prediction)

Standard B.3: Biological Diversity – Diversity of species is developed through gradual processes over many generations.

Extended Academic Indicators (EAIs):

B.3.1 Classify organisms into plant or animal kingdoms.

B.3.2 Compare and contrast groups of plants or animals.

Classroom Activities:

The student:

B.3.1 Displays readiness of tasks listed below:

- Compares animals that would be good pets to animals that would not. (Process -- observe)
- Identifies differences between male and females. (Process -- classify)

B.3.2 Classifies, groups, and sorts by one property (i.e., match or sort animals/plants to habitat, animals/plants to characteristics such as water birds/webbed feet or leaves/needles). (Process--classify)

B.3.2 Experiments with animal/plant characteristics/habitats and characteristics (i.e., warm-weather plants/cold conditions). (Process--experiment: make observation)

B.3.2 Collects/records experiment data about animal/plant characteristics/habitats to answer simple inquiry questions and make predictions (i.e., Would a bird with webbed feet live in a tree?). (Process--inquiry: ask, make observation, predict)

Standard B.4: Interdependence of Organisms – Interrelationships and interactions between and among organisms in an environment is the interdependence of organisms.

Extended Academic Indicators (EAIs):

B.4.1 Recognize and identify needs of living things in an environment.

B.4.2 Describe the life cycle of a plant or animal (e.g., sequence of birth, growth, and death).

Classroom Activities:

The student:

B.4.1 Responds to (anticipate, eye gaze, vocalize, point, and partially participate in) observation of the following readiness tasks:

- Demonstrates object permanence (i.e., search for person, object).
- Attends to stimuli in environment when directed.
- Demonstrates skills to care for personal health (i.e., grooming and hygiene, basic first aid, physical fitness, eating, sexuality.)
- Develops and maintains appropriate social relationships.

(Process -- observe)

B.4.1 Classifies, groups, and sorts by one property (i.e., match or sort animals by food sources, by habitats, or plants by habitats). (Process--classify)

B.4.1 Experiments with animal/plant needs (i.e., plants need soil, water and light, animals need food, water and shelter). (Process-experiment: ask, make observation)

B.4.1 Collects/records experiment data about animal/plant needs to answer simple inquiry questions and make predictions (i.e., What would happen if we do not water the plant?). (Process--inquiry: recognize pattern, make prediction)

B.4.2 Responds to (anticipate, eye gaze, vocalize, point, and partially participate in) observation of readiness tasks listed below:

- Participates in a role play of human developmental stages (birth, infant, child, teen, adult, senior, death).
- Plays with puppies, young dogs, and older dogs.
- Plants a seed, watches it sprout, grow, bloom, fruit, and wither. (Process--observe)

B.4.2 Classifies, groups, and sorts by one property (i.e., life stage or, for humans, role and jobs). (Process -- classify)

B.4.2 Experiments with animal/plant life cycles (i.e., plants, life cycle of butterfly or amaryllis). (Process -- experiment: ask, make observation)

Standard B.5: Matter, Energy, and Organization in Living Systems – Living systems require a continuous input of energy to maintain their chemical and physical organizations.

Extended Academic Indicators (EAIs):

B.5.1 Identify the function and interaction of major organ systems of the human body (e.g., digestion, respiration, circulation, reproduction).

B.5.2 Explain that old cells are replaced by new cells.

Classroom Activities:

The student:

B.5.1 Responds to (anticipate, eye gaze, vocalize, point, and partially participate in) observation of body functions (i.e., respiration: blowing into balloon, circulation body-function models; digestion: acid effects of foods/pop and foods) or readiness tasks listed:

- Initiates an action to get an outcome (i.e., verbalize to get food, ignore eating utensil when done).
- Demonstrates skills to eat at home and in the community (i.e., plan and prepare balanced meals, purchase food, eat appropriately and clean up).
- Describe the human reproduction process. (Process--observe).

B.5.1 Classifies organs by function through use of pictures, videos, or models (i.e., match organ to function). (Process -- classify)

B.5.1 Experiments using activities related to the human body (i.e., heart rate/pulse, breathing rate/respiration, life cycles/reproduction, foods/digestion)
(Process -- experiment: ask, make observation, use tool).

B.5.1 Collects/records experiment data about the human body and organ systems to answer simple inquiry questions and make predictions (i.e., What happens to your respiration if you run fast?). (Process -- inquiry: identify pattern, make predictions)

B.5.2 Responds to (anticipate, eye gaze, vocalize, point, and partially participate in) observation of body functions (i.e., respiration: blowing into balloon, digestion: acid effects of foods/pop and foods) or readiness tasks listed:

- Recognizes the use of body parts and identify signs or symptoms of illness.
- Observes a cut that heals over time with new skin cells.

B.5.2 Experiments with a tree, showing that old leaves are replaced by new ones, just as old cells are replaced by new ones in animals. (Process--experiment: ask, make observation, use tool)

Standard B.6: Behavior of Organisms – Organisms have behavioral responses to internal changes and to external stimuli.

Extended Academic Indicators (EAIs):

B.6.1 Organisms use senses to monitor what is going on in the world around them.

B.6.2 Organisms responses to external stimuli affect survival.

Classroom Activities:

The student:

B.6.1 Responds to (anticipate, eye gaze, vocalize, point, and partially participate in) sensory stimuli (i.e., taste, touch, smell, hear, see) or readiness task listed below:

- Anticipates change when presented with a visual, auditory, or tactile cue. (Process--observe)

B.6.1 Classifies objects and various pictures in the environment according to the five senses. (Process--classify)

B.6.1 Experiments using activities related to the five senses and natural organism responses to stimuli. (Process--experiment: ask, make observation, tool, safety; inquiry: ask, predict outcomes)

B.6.1 Collects/records experiment data about the five senses and how natural organism responses to stimuli affect survival to answer simple inquiry questions and make predictions (i.e., What happens if you touch something hot?). (Process--interpret: predictions; inquiry: ask, predict outcomes)

B.6.2a Responds to (anticipate, eye gaze, vocalize, point, and partially participate in) sensory stimuli (i.e., taste, touch, smell, hear, see) or readiness tasks listed below:

- Identifies possible living environments over time and demonstrates skills to maintain a living environment.
- Identifies and communicates emergency situations and what might lead to death. (Process--observe)

B.6.2 Classifies objects and various pictures in the environment according to the typical natural organism responses to stimuli (i.e., approach/avoid, match objects/pictures to sense organ, natural responses). (Process-classify)

ENGLISH III—READING

Priority Academic Student Skills

Adapted for

High School

English III

Reading/Literature: The student applies a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard EIII.1: Vocabulary – The student will expand vocabulary through word study, literature, and class discussion.

Extended Academic Indicators (EAIs):

EIII.1.1 Identify/use words with similar meanings (i.e., small/little/tiny, big/large).

EIII.1.2 Identify words in context by demonstrating knowledge of word meanings of everyday items.

EIII.1.3 Use reference material such as glossary, picture dictionary, dictionary, thesaurus, and/or available technology to determine precise meaning and usage.

EIII.1.4 Identify familiar analogies or specific comparisons in a text or other media.

EIII.1.5 Use context to determine meanings of words and phrases such as figurative language (i.e., similes, metaphors).

EIII.1.6 Use variety of new terms and word constructions to increase vocabulary.

EIII.1.7 Apply words of foreign origin associated with foods.

Classroom Activities:

The student:

EIII.1.1 Matches picture cards with word cards to demonstrate understanding similar meanings.

EIII.1.1 Matches objects to objects, pictures to pictures (i.e., driving signs, clothing items, measuring cups, different sizes of canned goods).

EIII.1.1 Identifies objects with similar uses (spoon/fork, pot/pan, plate/saucer).

EIII.1.2 Reads grocery flyers, store ads, newspapers, telephone books, front of CD covers, Picture Exchange Communication Symbol (PECS) (point/exchange) – eye gaze, sign language, object to object, actual object.

EIII.1.2 Uses visual schedules to move in their community.

EIII.1.2 Matches everyday items (objects) to meaning.

EIII.1.2 Recognizes shape and color of sign without the word and identifies the word that goes with the sign when shown different driving and road signs.

EIII.1.3 Uses Internet, dictionary, and other resources to gain knowledge of words and meanings.

EIII.1.3 Uses a picture dictionary created by teacher to be student specific (cooking items, classroom items, projects, people in their jobs).

EIII.1.3 Adds words and pictures to picture dictionary.

EIII.1.3 Identifies/uses meaning with vocabulary words.

EIII.1.4 Uses pictures/objects to complete simple analogies (e.g., dog is to puppy as cat is to _____).

EIII.1.4 Creates a picture collage demonstrating comparisons (fruit is to apple as vegetable is to corn).

EIII.1.4 Uses hands-on activities to identify hot/cold, wet/dry, etc.

EIII.1.5 Identifies safety signs in the school and community (Braille, pictures, eye gaze, etc.).

EIII.1.5 Uses a picture dictionary created by the teacher to be student specific (cooking items, classroom items, projects, people in their jobs).

EIII.1.5 Makes similes using objects from classroom and home (e.g., hard as the floor, soft as an easy chair, furry as a kitten, soft as a pillow).

EIII.1.6 Uses Internet, dictionary, and other resources to gain knowledge of words and meanings.

EIII.1.6 Adds words and pictures to picture dictionary.

EIII 1.6 Recognizes common prefixes and suffixes as a way to increase vocabulary (e.g., engages in hands-on activities or picture cards to indicate prefixes such as tie and untie, zip and unzip, do and redo).

EIII.1.7 Reviews menus and select words of foreign origin; incorporate a cooking activity to distinguish words from each other.

EIII.1.7 Matches objects to objects, pictures to pictures of different foods with origin (spaghetti/pizza to Italian, taco/burrito to Mexican, etc.).

EIII.1.7 Identifies a food of a specific origin.

Standard EIII.2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Extended Academic Indicators (EAIs):

EIII.2.1 Read from a variety of literature sources.

EIII.2.2 Participates in reading activities from a variety of genres.

EIII.2.3 Use a variety of text to obtain information.

EIII.2.4 Use pictures and context to support comprehension of unfamiliar text.

EIII.2.5 Respond to (anticipate, eye gaze, vocalize) the main idea/events from text or media presentations.

EIII.2.6 Complete images such as graphic organizers based on text descriptions.

EIII.2.7 Identify cause/effect events or actions.

EIII.2.8 Answer basic comprehension questions (Who? What? Where? When?) about a text he or she read or heard read.

EIII.2.9 Determine the main idea in simple passages or pictures.

EIII.2.10 Summarize informational text using simple vocabulary.

Classroom Activities:

The student:

EIII.2.1 Participates in reading activities from a variety of genres (e.g., peer read, teacher, class, technology).

EIII.2.1 Reads alphabet, letters in their names, first letter or any and all letters in their name.

EIII.2.1 Reads words within their environment (i.e., safety signs, library card, name tag, locker, hall pass).

EIII.2.2 Predicts information in a text (e.g., what ingredients might be needed to make something in a recipe) and checks text to confirm.

EIII.2.2 Participates in reading activities by starting/stopping the book on tape/CD/computer (manual/switch).

EIII.2.3 Reads and/or follows directions (i.e., printed, picture).

EIII.2.3 Reads and follows visual schedules, lunchroom menus, community menus, newspapers, magazines, CD covers, map of school, recipes, basic assembly instructions, simple step directions, driver education books – motorcycle/car, hunter safety license, safety manual for technology classes.

EIII.2.4 Reads and recognizes a variety of text structures (e.g., maps, job applications, class schedules, questionnaires).

EIII.2.5 Looks at the cover of a grade-appropriate book and tells/identifies questions regarding what the book will be about.

EIII.2.6 Creates a collage or other illustration based on text.

EIII.2.7 Identifies pictures/events that show cause/effect relationships (e.g., using road conditions and signs, indicate cause/effect problems: speed/accident, wet roads/sliding, nails on road/flat tire).

EIII.2.7 Selects pictures of behavior to demonstrate consequences for behavior used to teach cause/effect.

EIII.2.8 Answers (using verbal, pointing, picture, etc.) simple questions about a familiar text.

EIII.2.8 Identifies how a character changes in the course of a story.

EIII.2.8 Answers yes/no questions regarding a character throughout a grade-appropriate story.

EIII.2.8 Draws/acts out question words when asked.

EIII.2.8 Answers basic W questions out of a choice of two (point, mark, eye gaze).

EIII.2.9 Uses pictures to identify a simple main idea after hearing a grade-appropriate story or a newspaper/magazine article.

EIII.2.9 Answers questions (activating a switch to turn on a tape recorder):

(a) Indicates an error in a text that is read to them (peer reading, tape recorder, teacher read).

(b) Sequences pictures or objects pertaining to the story.

EIII.2.10 Retells events after listening to familiar texts.

EIII.2.10 Out of a choice of 4 or more pictures, picks at least two pictures that show understanding of the activity or text read.

Standard EIII.3: Literature – The student will read, construct meaning, and respond to a wide variety of literary forms.

Extended Academic Indicators (EAIs):

EIII.3.1 Distinguish whether a text or other media is fiction or nonfiction.

EIII.3.2 Identify the title and author of a familiar text.

EIII.3.3 Compare texts and important ideas from story elements (setting/character/plot)

from two different genres.

EIII.3.4 Identify similarities or differences between characters, settings, plots in two or more texts or media presentations.

EIII.3.5 Imitate sounds of alliteration.

EIII.3.6 Identify the author's purpose (i.e., to make you laugh, to give information, or to convince you to do something).

EIII.3.7 Listen to and respond to literary works from different cultures.

EIII.3.8 Attend to readings of short poems.

EIII.3.9 Identify characteristics or experiences of characters from familiar text.

EIII.3.10 Identify events in a story.

EIII.3.11 Identify simple similes and metaphors.

Classroom Activities:

The student:

EIII.3.1 Answers questions about commercials.

EIII.3.1 Distinguishes between real items (factual items) vs. fake items (fictional items), e.g., fake bus and real bus.

EIII.3.2 Matches singer to a song.

EIII.3.2 Matches CD to a singer.

EIII.3.3 Watches documentary movie.

EIII.3.3 Listens to music, a movie, video, CDs, plays, literature, or books.

EIII.3.3 Tells the plot of the story.

EIII.3.3 Plays music/videos or listens to poems.

EIII.3.3 Participates in school activities such as: watching a school play, vocal/instrumental music.

EIII.3.4 Identifies the similar settings in stories.

EIII.3.4 Identifies two or more stories with similarities (e.g., characters, main idea, setting) from a choice of two or three books.

EIII.3.4 Answers yes/no questions regarding similarities between two or more books.

EIII.3.4 Answers yes/no (points or indicates through their modality) questions regarding similarities between two or more books.

EIII.3.5 Distinguishes between two or more sounds or tones.

EIII.3.5 Uses voice output device to imitate sounds of alliteration (i.e., use two or more recorded responses for the student to select the correct answer).

EIII.3.6 Matches picture of author's purpose with familiar story.

EIII.3.7 Answers yes/no (points or indicates through their modality) questions about different foods associated with a culture.

EIII.3.8 Claps or demonstrates other appropriate movements with a poem or song.

EIII.3.9 Matches actions of a character with the picture of a character from a familiar story.

EIII.3.9 Draws or selects a picture of a character.

EIII.3.9 Picks pictures that indicate attributes of the character (hair color, size, mean/nice).

EIII3.10 Places three pictures from a familiar story in the proper sequence.

EIII3.11 Finishes a partial simile or metaphor.

EIII.3.11 Illustrates a simple simile or metaphor.

Standard EIII.4: Research and Information – The student will conduct research and organize information.

Extended Academic Indicators (EAIs):

EIII.4.1 Locate words in picture dictionary, dictionary, or glossary.

EIII.4.2 Use the cover, illustrations, and key words to locate information in a text.

EIII.4.3 Locate/use a variety of resources (e.g., pictures on Internet, books, magazines, newspapers, encyclopedias) about a topic.

EIII.4.4 Use maps, charts, and illustrations to access information.

EIII.4.5 Select a topic of interest and gather information about the topic.

EIII.4.6 Find information related to a personal issue from a source like a newspaper or telephone book.

EIII.4.7 Identify multiple sources to obtain information.

EIII.4.8 Use a table of contents or index to find information in a text.

EIII.4.9 Participate in a short interview to gain information.

Classroom Activities:

The student:

EIII.4.1 Uses a teacher-created dictionary with age-appropriate pictures that are meaningful to the student (pointing, eye gaze, or vocalization).

EIII.4.2 Predicts book content through pointing, eye gaze, or vocalization, when shown a book cover.

EIII.4.3 Gains information by using a telephone book, menu, map, schedule,

calendar, Internet, newspaper, or TV Guide.

EIII.4.3 When given a choice, indicates what to use to locate information (telephone book/map; calendar/newspaper, etc.).

EIII4.4 Moves from the school building to various community locations by using a map (i.e., to the library, office).

EIII4.4 Finds an EXIT sign in the school building using school map.

EIII.4.5 Identifies a topic and accesses information from one or more sources (e.g., teachers, librarians, cafeteria workers, classroom resources, or library).

EIII.4.6 Locates information from one or more sources (i.e., Internet, food service workers, TV, weather, TV Guide, movie line-up, job openings, bulletin boards from public locations as well as the school settings).

EIII.4.7 Makes a schedule in the classroom and reads it.

EIII.4.7 Looks in a student bulletin to find information.

EII.4.7 Looks in a school newspaper to find information.

EIII.4.8 Uses the table of contents (i.e., students could point to page number).

EIII.4.9 Activates a recording device to record an interview.

EIII.4.9 Asks questions during an interview (i.e., questions could be recited by a peer).

ENGLISH III—WRITING

Adapted for
High School

English III—Writing

Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard W.1: Writing Process – The student will use the writing process to write coherently.

Extended Academic Indicators (EAIs):

W.1.1 Use the writing process (prewrite, draft, proofread, edit, refine, and share) to develop and compose written expressions.

W.1.2 Extend an idea in verbal and written expressions, (i.e., develop a "story starter") into a narrative story or reflect on a specific topic in a document.

W.1.3 Use transition and sequence words to demonstrate an organized composition using chronological patterns (i.e., first, next, then, after).

W.1.4 Use various words, pictures, or objects to convey a specific meaning in verbal and written format.

W.1.5 Use a variety of sentence types in their writing or speaking.

W.1.6 Share likes and dislikes about other's writings or own writing.

W.1.7 Use graphic organizers.

Classroom Activities:

The student:

W.1.1 Stamps greetings and salutations in appropriate places on a card.

W.1.1 Uses a switch to present a story to another class.

W.1.1 Uses picture symbols to document daily activities.

W.1.1 Selects a subject to write about. Uses method of choice to write something.

W.1.1 Works with peer to check work. Shares the work in a small work group for critique or revisions.

W.1.2 Makes a collage about an age-appropriate story or topic.

W.1.2 Views a picture, and then tells a story about what will happen.

W.1.2 Uses a voice output switch to tell about a picture.

W.1.2 Chooses a task to describe, while a peer takes pictures of the steps followed to complete the task.

W.1.3 Chooses a familiar routine to tell the next step in the routine.

W.1.3 Places pictures in order of routine for getting ready for school.

W.1.3 Uses pictures to write steps necessary to complete a job (e.g., folding pizza boxes or wiping tables, shredding).

W.1.3 Uses a step-by-step voice output switch to tell the steps in a routine.

W.1.3 Uses a story template for chronological patterns.

W.1.3 Puts the days of the week on a blank calendar.

W.1.4 Chooses correct picture for correct activity (i.e., ball for Physical Education).

W.1.4 Expresses opinion about lunch while using facial expression to respond.

W.1.4 Makes a thank-you note to send to someone in the military.

W.1.4 Uses magnetic words to complete a sentence, such as: the dog is ___ (big, little).

W.1.5 Indicates likes or dislikes, immediately after listening to a short story.

W.1.5 Participates in a class vote expressing opinion about the story.

W.1.5 Selects a preferred item from a choice of two items.

W.1.5 Uses a picture story to self-assess after completing a school job.

W.1.5 Uses stamps to indicate what they like or dislike and describe how they felt about the story.

W.1.6 Indicate yes/no using switch or picture when asked if they liked the story.

W.1. 7 Will complete graphic organizers when given a word bank.

Standard W.2: Modes and Forms of Writing – The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.

Extended Academic Indicators (EAIs):

W.2.1 Write a fictional, biographical or autobiographical story that identifies a real person and provide a sequence of at least two facts about the person to show the person's qualities.

W.2.2 Write a report on a topic to inform and include pictorial or audio facts and ideas.

W.2.3 Develop a persuasive argument giving a reason why others need to go along with an idea and a reason to defend the idea.

W.2.4 Write a letter to a business in the community.

W.2.5 Reflect and write about either:

(a) personal condition or situation,

(b) self-evaluation on a class performance.

W.2.6 Use organizational structure and time strategies to complete a simple report.

W.2.7 Fill out a job application stating personal information.

W.2.8 Dictate or write personal information (name, phone number, address).

Classroom Activities:

The student:

W.2.1 Draws a self-portrait adding descriptive details.

W.2.1 Uses pictures to self-describe.

W.2.1 Uses pictures to write a story about a family member using at least two descriptive words.

W.2.2 Uses a blotter to blot each repeated word, such as a Christmas story each time "Christmas" is repeated.

W.2.2 Makes a photo book.

W.2.2 Writes a story about his or her favorite activity, using pictures.

W.2.2 Tells a story about a music video.

W.2.3 Utilizes eye gaze to indicate a desired person for participation in an activity.

W.2.3 Discusses why they prefer one food over another, such as pizza over liver.

W.2.3 Presents why students should vote for one kind of pizza to order.

W.2.3 Presents and persuades other classmates on ideas for a party.

W.2.4 Writes a thank-you note or greeting card, using stamps.

W.2.4 Writes a thank-you note to a classroom guest speaker.

W.2.5 Asks students to identify and describe how they feel during a specific holiday or event.

W.2.5 Asks students to identify a descriptive picture of their feelings.

W.2.5 Uses facial expression to reflect on an activity, indicating if they liked or disliked the activity.

W.2.6 Sequences a series of pictures.

W.2.6 Writes a schedule for daily activities.

W.2.6 Completes an incomplete story-board schedule.

W.2.7 Completes job application using name stamp.

W.2.8 Stamps name or signs a card.

Standard W.3: Grammar/Usage and Mechanics – The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed work.

Extended Academic Indicators (EAIs):

W.3.1 Demonstrate correct use of Standard English in speaking and writing using nouns/pronouns, verbs, subject–verb agreement, and adjectives in speaking and writing.

W.3.2 Demonstrate appropriate language mechanics in writing using correct a) capitals, b) basic punctuation, c) simple plurals, and d) spelling.

W.3.3 Compose and write simple sentences and questions in meaningful contexts without run-on words or fragmented words and phrases.

Classroom Activities:

The student:

W.3.1 Indicates correctly what his/her needs are.

W.3.1 Composes a picture story.

W.3.1 Completes a short sentence by using magnetic words.

W.3.1 Designs a parts of speech poster by cutting out words or pictures from magazines or newspaper.

W.3.2 Dobbs capital letters by using an ink dobber.

W.3.2 Dobbs punctuation marks by using an ink dobber.

W.3.2 Uses a highlighter to locate and mark all punctuation in passage.

W.3.3 Uses sentence strips to reconstruct a simple sentence.

GEOMETRY

Priority Academic Student Skills

Adapted for

High School

Geometry

The following concepts and skills are required by all students completing Geometry. The major concepts should be taught in-depth using a variety of methods and applications so that all students have accessibility to and understanding of these concepts.

Standard G.1: Logical Reasoning – The student will use deductive and inductive reasoning to solve problems.

Extended Academic Indicators (EAIs):

G.1.1 Use deductive reasoning skills to follow logical arguments.

Classroom Activities:

The student:

G.1.1 Creates their own IF/ THEN statement (i.e., Reasoning skills – Mittens on feet, is this logical? Your dog at school, is this logical? – using pictorial representations).

G.1.1 Recognizes if the picture/situation is logical (i.e., boat on a freeway; person walking on a ceiling? Elephants with wings?).

G.1.1 Uses clues to complete a logic puzzle (i.e., students and their favorite baseball teams, students and their favorite cars, favorite restaurants).

Standard G.2: Properties of Two-Dimensional Figures - The student will use the properties and formulas of geometric figures to solve problems.

Extended Academic Indicators (EAIs):

G.2.1 Line and Angle Relationships

a. Demonstrate an understanding of parallel.

b. Determine if the two lines are parallel and verify.

c. Recognize and reproduce pairs of angles (i.e., adjacent, complementary, and vertical).

G.2.2 Polygons and Other Plane Figures

a. Recognize polygons (i.e., convex, concave, regular, pentagonal, hexagonal).
b. Recognize angles and convex polygons.
c. Recognize quadrilaterals (example: rectangles, parallelograms, rhombi, trapezoids, kites).
d. Use properties of two-dimensional figures to determine side length, perimeter, or circumference.

G.2.3 Congruence

a. Recognize the congruency of basic shapes.

G.2.4 Shapes

a. Students will identify shapes and locate objects in their environments that represent the different shapes.

Classroom Activities:

The student:

G.2.1a Uses flash cards to recognize parallel lines (parallel lines vs. X or W).

G.2.1a Uses parking lots, railroad tracks, football field, lockers, etc.

G.2.1a Color codes parallel lines on a diagram.

G.2.1a Uses manipulatives to demonstrate an understanding of parallel relationships (items to use might be: toothpicks, straws, uncooked spaghetti, chopsticks).

G.2.1b Uses tracing paper or cut out copies to prove that two lines are parallel.

G.2.1b Creates their own flags using parallel lines.

G.2.1c Uses cutting activities to visually see the relationships between angles (i.e., to show that vertical angles are congruent or that supplementary angles create a straight line).

G.2.1c Uses flash cards/matching activities to match the term with the correct definition or example of each.

G.2.1c Uses concentration/memory type game to match angle to angle.

G.2.1c Utilizes a teacher-/student-made bingo card to learn the relationships between complimentary, supplementary, and vertical angles (color coded).

G.2.1c Identifies the angle relationships shown on teacher overhead.

G.2.1c Uses manipulatives to reproduce angles (items to use might be: toothpicks, straws, uncooked spaghetti, chopsticks).

G.2.2a Uses manipulatives to explore polygons (i.e., tangrams, safety/environmental signs, picture representations in the community).

G.2.2a Designs their own pennant/flag using examples of convex, concave, and various polygons (could be precut or on the computer).

G.2.2a Uses flashcards or matching activities.

G.2.2b Uses a protractor to measure the angles of a triangle (yield sign).

G.2.2b Students will use a protractor to measure the angles of a quadrilateral or pentagon (home plate).

G.2.2b Uses a protractor to measure the angle of a hexagon and record their findings.

G.2.2b Draws a triangle, a convex quadrilateral, a convex pentagon, and then extend the sides of each polygon to form exactly one exterior angle at each vertex. Use a protractor to measure each exterior angle and record it on their drawing. Once their angles are recorded as a class or in a group, create a table with the number of sides and the sum of the exterior angles.

G.2.2c Creates a Venn diagram with examples to compare and contrast the properties of parallelograms, rectangles, squares, trapezoids, kites, and rhombuses.

G.2.2c Investigates real-life quadrilaterals (i.e., baseball diamond, classroom, basketball court) and discusses side lengths and angle measures.

G.2.2c Uses straws (cut into two different lengths) and pipe cleaners (to connect the straws) to construct and manipulate parallelograms and rectangles and discuss how the angle measures change.

G.2.2d Measures everyday objects (textbook, desktop, pumpkins, soda cans, etc.) to find the area, perimeter, and/or circumference.

G.2.3a Uses form boards to match forms to slots.

G2.3a Will be given different sizes of triangles and will choose which ones are identical.

G.2.4a Will be given a group of shapes to identify in his/her school environment.

G.2.4a Will cut a pizza or another round object and determine what shape he/she has cut.

G.2.4a Will use form boards, geo boards, tangrams, etc., to identify shapes.

Standard G.3: Properties of Three-Dimensional Figures – The student will use the properties and formulas of geometric figures to solves problems.

Extended Academic Indicators (EAIs):

G.3.1 Identify different types of triangles.

G.3.2 Use the Pythagorean Theorem to find the missing side lengths of an equilateral triangle.

Classroom Activities:

The student:

G.3.1 Reviews the different types of triangles. (Examples: flashcards, plastic geometric shapes, form boards and geo boards.)

G.3.1 Plays with dough, dry erase markers on desks, or shaving crème to make different triangles.

G.3.2 Is given two lengths of an equilateral triangle, and uses that information to predict the missing leg.

G.3.2 Labels the sides of a triangle. (Ex: A,B,C).

Standard G.4: Properties of Three-Dimensional Figures – The student will use the properties and formulas of geometric figures to solves problems.

Extended Academic Indicators (EAIs):

G.4.1 Polyhedra and Other Solids

a. Identify, describe, and analyze polyhedra (for example, regular, decahedral).
b. Use properties of three-dimensional figures; side lengths, perimeter or circumference, and area of a face; and volume, lateral area, and surface area to determine unknown values and correctly identify the appropriate unit of measure of each.

G.4.2 Similarity and Congruence

a. Use ratios of similar three-dimensional figures to determine unknown values, such as angles, side lengths, perimeter or circumference of a face, area of a face, and volume.
b. Use the relationships of congruency of three-dimensional figures to determine unknown values, such as angles, side lengths, perimeter or circumference of a face, area of a face, and volume.

Classroom Activities:

The student:

G.4.1 Completes a table with some of the data given and solve for the unknown data.

G.4.1 Is provided with the formula and the measures of a sphere, cone, prism, pyramids, and cylinders in order to calculate volume and area (baseball, basketball, ice cream cone, potato chip can, chocolate candy bar, etc.).

G.4.2 Utilizes three-dimensional models of the classroom or their car, etc., to explore the relationships of similar three-dimensional figures.

G.4.2 Compares the circumference of the mini basketball and a regular basketball to the equator to determine the radius of each, and use that to find surface area and volume.

Standard G.5: Coordinate Geometry - The student will solve problems with geometric figures in the coordinate plane.

Extended Academic Indicators (EAIs):

G.5.1 Use coordinate geometry to find the distance between two points (given the appropriate formula); the midpoint of a segment (given the appropriate formula); and to calculate the slopes of parallel, horizontal, and vertical lines.

G.5.2 Properties of Figures - Use transformations (reflection, rotation, translation) on geometric figures to solve problems within coordinate geometry.

Classroom Activities:

The student:

G.5.1 Will build a model to demonstrate the steepness of the slope with a board, slide, or ramp.

G.5.1 Will use multiple graphs to count the rise and run.

G.5.1 Will be given a graph with two identified points where he/she will find the slope of the line passing through two points.

G.5.1 Will be given a graph with two identified points where he/she will graph lines that are parallel and recognize that the slopes are equal.

G.5.2 Will use two colors of manipulatives (i.e., two different colored cut-outs of the letter F) to demonstrate rotation, reflection, and translation.

G.5.2 Will be given a color design on graph paper in which he/she will reconstruct that design as a reflection of the original design using a different color.

UNITED STATES HISTORY

Priority Academic Student Skills

Adapted for

High School

United States History

The focus of the course in United States History for Grades 9-12 is the immediate pre-Civil War era to the present (1850-present). However, for the high school end-of-instruction examination over "United States History," the time frame is 1850-1975, or from approximately the Compromise of 1850 through the withdrawal of United States military and diplomatic personnel from Vietnam.

Process Standard US.1: The student demonstrates process skills in social studies.

Extended Academic Indicators (EAIs):

US.1.1 Identify and interpret primary and secondary sources (e.g., artifacts, diaries, letters, photographs, documents, newspapers, media, and computer-based technologies).

US.1.2 Distinguish between fact and opinion in texts or media presentations.

US.1.3 Construct a timeline of United States History.

US.1.4 Identify how geography effected the development of major cities and regions of the United States.

Classroom Activities:

The student:

US.1.1 Identifies primary and secondary sources of historical events (e.g., guest speakers, media presentations, written documentation).

US.1.1 Matches primary with secondary sources of historical events.

US.1.2 Labels presentations as fact based or fantasy based.

US.1.2 Explores different ways to determine factual/fictional information (i.e., games, matching activities, sorting).

US.1.3 Uses pictures to construct a timeline depicting historical events (i.e., Civil War, Abraham Lincoln, Herbert Hoover, Franklin Roosevelt, Spanish American War, Richard Nixon, John Kennedy, Will Rogers).

US.1.4 Uses visual aids to identify desirable locations of development (i.e., harbor, rivers, deserts, or mountains).

Content Standard US.1: The student analyzes causes, key events, and effects of the Civil War/Reconstruction era.

Extended Academic Indicators (EAIs):

US.1.1 Identify leaders on both sides of the Civil War (e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass).

US.1.2 Identify the major ideas in the 13th, 14th, and 15th Amendments to the Constitution.

Classroom Activities:

The student:

US.1.1 Uses matching activities to identify leaders on both sides of the Civil War (e.g., flag/flag, uniforms, currency).

US.1.1 Explores leaders on both sides of the Civil War through media, books, technology, peer readings, pictures, speakers.

US.1.2 Participates in activities related to the major ideas of the 13th, 14th, and 15th amendments to the Constitution (e.g., class/school voting, quilts, underground railroads).

Content Standard US.2: The student analyzes the impact of immigration, the settlement of the American West, and industrialization on American society.

Extended Academic Indicators (EAIs):

US.2.1 Identify various cultural and ethnic groups in school or community.

US.2.2 Identify reasons why individuals might immigrate to the United States.

US.2.3 Identify the effects of westward migration and federal policies on Native Americans.

US.2.4 Identify major technological advances and inventions during the Industrial Revolution.

Classroom Activities:

The student:

US.2.1 Matches pictures of individuals, foods, holidays, music with their culture.

US.2.1 Designs a collage depicting aspects of homes attributable to various cultures.

US.2.2 Reacts to media that describes or portrays reasons for immigration (e.g., religion, job opportunities, medical, military, education).

US.2.3 Traces or follows a migration from East to West on a map.

US.2.1 Sorts pre-Industrial Revolution pictures of persons in daily activities from post-Industrial Revolution pictures of persons in daily activities.

US.2.1 Identifies three technological advances from the Industrial Revolution.

Content Standard US.3: The student analyzes the changing role of the United States in world affairs at the turn of the twentieth century.

Extended Academic Indicators (EAIs):

US.3.1 Identify the causes of World War I.

Classroom Activities:

The student:

US.3.1 Participates in activities that portray relationships leading to United States involvement in World War I.

Content Standard US.4: The student describes the social, cultural, economic, and technological ideas and events in the United States in the era between the World Wars.

Extended Academic Indicators (EAIs):

US.4.1 Identify how the invention of the automobile changed peoples' lives.

US.4.2 Identify how the expanded use of electricity changed peoples' lives.

US.4.3 Identify key individuals from the period (e.g., Franklin Delano Roosevelt, Will Rogers, Woody Guthrie, Charles Lindbergh).

Classroom Activities:

The student:

US.4.1 Develops a transportation timeline from 1890 to 1950.

US.4.1 Develops a collage of jobs available in 1920 and jobs available in 1940.

US.4.2 Responds (anticipate, eye gaze, vocalize, point, and partially participate in) to a presentation describing electrification.

US.4.2 Matches modern electrical devices with preelectricity devices designed to do similar tasks.

US.4.2 Explores increased opportunities (e.g., dark/light, jobs, conveniences, entertainment) made possible by electricity.

US.4.3 Reacts to music from Woody Guthrie or other period artists.

US.4.3 Uses technology to explore contributions of one or more key figures.

US.4.3 Creates presentations depicting key events from the Depression/New Deal era with peer/teacher assistance (i.e., collage, book).

Content Standard US.5: The student will analyze the major causes, events, and effects of the United States' involvement in World War II.

Extended Academic Indicators (EAIs):

US.5.1 Identify the powers during World War II (i.e., Germany, Soviet Union, Italy, Japan, Great Britain).

US.5.2 Explain the significance of Pearl Harbor.

US.5.3 Examine events of the Holocaust.

Classroom Activities:

The student:

US.5.1 Uses a map or a globe to explore the location of one of the powers.

US.5.2 Responds (anticipate, eye gaze, vocalize, point, and partially participate in) to accounts of Pearl Harbor (i.e., media, sound clips, books).

US.5.2 Locates Pearl Harbor on a map or globe.

US.5.3 Responds (anticipate, eye gaze, vocalize, point, and partially participate in) to media presentations related to the Holocaust.

Content Standard US.6: The student will analyze the foreign and domestic policies of the United States since World War II.

Extended Academic Indicators (EAIs):

US.6.1 Identify the dangers of nuclear weapons.

US.6.2 Identify the major nations involved in the Cold War.

US.6.3 Explain the basic differences between:

a. capitalism vs. communism; and

b. democracy vs. totalitarianism.

US.6.4 Identify the goals of the Civil Rights movement.

US.6.5 Identify the significance of Martin Luther King, Jr., and Rosa Parks.

Classroom Activities:

The student:

US.6.1 Sorts pictures depicting before and after conditions associated with a nuclear explosion.

US.6.2 Locates two major nations involved in the Cold War on a map.

US.6.3 Responds (anticipate, eye gaze, vocalize, point, and partially participate in) to participating in activities characterizing the differences between democracy vs. totalitarianism (e.g., choose to listen to music station, leisure time, cooking activities).

US.6.4 Responds (anticipate, eye gaze, vocalize, point, and partially participate in) to classroom activities/social experiments that facilitate understanding of segregation (e.g., dividing class by hair/eye color, boys/girls).

US.6.5 Describes emotions associated with being allowed to sit wherever in the room they wish vs. being assigned a seat based on a personal characteristic.

US.6.5 Sorts civil rights events involving Rosa Parks and Martin Luther King, Jr., by these leaders.

US.6.5 Reacts to media related to "I Have A Dream."