

Non-Negotiable	Essential Vocabulary
ELA - Reading Strategies, Writing, Vocabulary Building, Purposeful Communication, Interact with Text	ELA: read, write, answer, recall, text, decode Math: count, set, order, equal, less than, more than Science: healthy, unhealthy, needs, wants Social Studies: rules, responsibilities, rights, choices, manners, community
Math – Counting, Number Identification	
Science – Vocabulary and Healthful Living	
Social Studies – Functional Behavior, Communication	
IEP / Transition Goals	Assessment and Data
To be based on the needs of the individual student.	

ELA Common Core	Math Common Core	Science Essential Standards	Social Studies Essential Standards
<u>Read words:</u> 3.1, 4.1, 5.1. Apply letter-sound and word analysis skills in decoding words. <u>Read Text:</u> 3.2., 4.2, 5.2 Read text comprised of familiar words with accuracy to support comprehension.	<u>Understand place value system:</u> 5.1. Understand the sequential order of the counting numbers (0-100) and their relative magnitudes.	<u>Understand the needs of living things:</u> EX.4.L.1.1 Identify healthy and unhealthy food choices for human EX.4.L.1.2 Understand the effects of healthy and unhealthy choices on the body.	<u>Contribute to the group:</u> EX.3.C&G.2.1 Apply different rules for different locations throughout the school. EX.3.C&G.2.4 In a group, communicate to clarify own thinking on a topic.

<u>Communicate conventionally:</u> 3.1., 4.1, 5.1 Demonstrate understandings of Standard English grammar and usage when communicating. 3.2., 4.2, 5.2 Apply knowledge of letter-sound relationships and familiar spelling patterns (e.g., word families), by representing initial and final sounds in words. 5.2. Demonstrate understandings of capitalization, ending punctuation, and spelling patterns when writing. <u>Use language to communicate:</u> 3.3. Use language to achieve desired outcomes when writing or communicating. <u>Acquire and use vocabulary:</u> 3.4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content. 3.5. Demonstrate understanding of word relationships. <u>Communicate conventionally:</u> 4.1. Demonstrate understandings of standard English grammar and usage when communicating. 4.2. Apply knowledge of letter-sound relationships and familiar			<u>Understand rights and responsibilities:</u> EX.4.C&G.2.4 , EX.5.C&G.2.4 Actively engage in communicative exchanges by making comments that contribute to the discussion and link to the remarks of others.
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spelling patterns when writing. <u>Convey thoughts and feelings:</u> 4.3. Use language to achieve desired meaning when writing or communicating. <u>Acquire and use vocabulary:</u> 4.4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content. 4.5. Demonstrate understanding of word relationships. 4.6. Use words appropriately across contexts including words that signal emotions and attention to topic. 5.4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content. 5.5. Demonstrate understanding of word relationships. 5.6. Use words appropriately across contexts including words and phrases that signal continuation (e.g., We used the small ramp <i>and then</i>) and contrast (e.g., He likes it <i>but</i>). <u>Communicate effectively:</u> 5.3. Use language to achieve desired meaning when writing or communicating.			
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Comprehend and interact:

- 3.1, 4.1, 5.1.** Participate in communicative exchanges.
- 3.2, 4.2, 5.2.** Identify words that describe key ideas or details from written texts read aloud or information presented graphically, orally, visually, or multimodally.
- 3.3, 4.3, 5.3.** Ask questions of or answer questions posed by adult or peer communication partners.

Communicate ideas:

- 3.6.** Combine 3 or more words when appropriate to task and situation in order to clarify communication.
- 4.6.** Differentiate between communication partners and contexts that call for precise ideas and information .

Acquire knowledge:

- 3.8.** Sort information on personal experiences or a topic being studied into provided categories

Write:

- 3.10, 4.10, 5.10.** Write* routinely for a range of discipline-specific tasks, purposes, and audiences.

Understand details and events:

- 3.1.** Answer questions to demonstrate recall of information

from text. 3.2. Listen to a text to identify key details. <u>Use features of text to increase understanding:</u> 3.4. Identify key words from the text that complete sentences in a text <u>Use text structure to increase understanding:</u> 5.4. Complete sentences with academic and domain-specific words or phrases in a text that relate to a grade 4 topic or subject area <u>Understand author's use of structure and word choice:</u> 5.4. Determine the literal meaning of words and phrases as they are used in a text.			
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UDL Suggestions

See Google Docs: UDL Suggestions 2013-2014

Resources & Materials

See Google Docs: Curriculum Resources

ITES (Information Technology Essential Standard)**Informational Text:**

3.IN.1, 4.IN.1, 5.IN.1 Apply strategies that are appropriate when reading for enjoyment and for information.

Technology as a tool:

3.TT.1, 4.TT.1, 5.TT.1 Use technology tools and skills to reinforce classroom concepts and activities

Safety and Ethical Issues:

3.SE.1, 4.SE.1, 5.SE.1 Understand issues related to the safe, ethical, and responsible use of information and technology resources