



**INDIVIDUAL EDUCATION PROGRAM
NEW YORK
VERSION 9
GOALS AND OBJECTIVES**

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Introduction to Version 9 NY Goals and Objectives

The intent of this introduction is to offer a framework to assist special education administrators and Committee members in writing appropriate goals and objectives/benchmarks.

Alignment of General Education Common Core Standards and IEP Goals

Federal Regulation (Individuals with Disabilities Education Act) and New York State Regulation require students with disabilities to have IEPs that include measurable annual goals aligned to the core content standards in the general education curriculum unless otherwise required to meet other educational or functional needs of the student. In response, this compendium has been developed to offer goals and objectives that have been aligned to the Common Core State Standards adopted by New York (“The Version 9 Goals and Objectives used in IEP Direct NY, a special education student management system, contains selected excerpts or portions from the Common Core State Standards in English-Language Arts and Math. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.”) For more information about the Common Core State Standards Initiative, you can visit their web site at www.corestandards.org.

It is important to understand that the Common Core State Standards are constructed to assist students in attaining the knowledge and skills necessary to become successful and productive members of society. The IEP goals and objectives should specifically address those areas and skill deficits needed to assist the student toward achieving in the general education curriculum.

The general education standards apply to all students. The general education curriculum provides the content and instructional activities necessary to assist all students, including students with disabilities, to attain these standards. Students with disabilities, however, will most likely require accommodations or adaptations of instructional strategies and specialized materials or programs to meet these standards. A small number of students with severe or profound disabilities will require alternate performance assessments appropriate to their abilities and needs. These students have limited cognitive abilities with behavioral and/or physical limitations and generally require a combination of highly specialized educational, social, psychological and medical services. The alternate performance assessments and IEP goals must continue to maintain an alignment to the general education curriculum. Special education administrators and Committee members will need to decide carefully when and which alternate performance assessments apply to a student with a severe or profound disability.

Organization of IEP Direct Compendium of Goals and Objectives

The goals and objectives are organized according to areas of need and the skills required to be successful in school, as opposed to a type of service, program or service discipline. Staff can draw upon any area to create appropriate goals and objectives. In this compendium, content areas such as social studies and science have been omitted because they are content based and do not address the individual student’s needs. If a student is not progressing in these subjects, it is understood to be the result of skill deficits or other disabilities which must be addressed in order for the student to achieve. Simply teaching the content of a subject fails to address the student’s underlying needs. However, using the content of a subject as a means to address the underlying skill deficits will prove the most beneficial for the student, but it must be understood that addressing the skill deficits that are preventing the student from learning is the priority.

This compendium offers a comprehensive and sequentially organized set of goals and objectives to assist Committee members in creating appropriate goals. The goals and objectives were

developed to address many students and situations with the intent of maintaining an alignment to the common core standards. For most students who are diploma bound, these goals and objectives may suffice to meet the individual needs of the student, but for some students who may have more severe disabilities or particular situations, the Committee will need to create goals. The intent of the compendium was not to create every goal conceivable, but to provide standards or benchmarks that can guide Committees.

In several sections, goals or objectives have been organized by categories and grade levels. The grade levels are aligned to the standards and are offered only as guidance. Goals and objectives should not be based solely on a student's grade.

Additional goals and objectives are included with this final version that specifically relate to preschoolers, alternately assessed school aged students and high school math. These additions are embedded throughout this compendium.

Annual Goals

In statewide training materials, it has been stressed that IEP goals should not simply restate the general education curriculum or common core standards. Annual goals must be individualized and measurable, and should represent what the student can realistically be expected to achieve by the end of the school year (or by the end of the IEP period).

IEP goals are not intended to be a list of everything a student is expected to learn in a year and should only address those areas that prevent the student from learning. Prior to creating goals, the Committee must first examine the following: current evaluations and reports, the results of any statewide or districtwide assessments, current levels of performance, areas of disability, how the student's disability affects his or her ability to progress in the general education curriculum, parent concerns and any special considerations. Once these areas have been reviewed, the Committee should determine what skills or learning deficits are preventing the student from learning and then determine the needs of the student to remediate, overcome or compensate for these deficits in order to progress in the general education curriculum. Once the needs are determined, measurable annual goals must be created to address each of these needs. The IEP goals should address those areas needed for the student to learn or to compensate for his or her disability in order to be able to progress in achieving the learning standards.

The Committee needs to select goals to answer the question: "What skills are required in order for the student to master the content of the curriculum?" rather than, "What curriculum content does the student need to master?" For example, a student may be performing very poorly on written tests in social studies that require written expression. The IEP goal for this student should focus on developing written expression skills (e.g., using outlines or other strategies to organize sentences in paragraphs) rather than the curriculum goal that the student will write an essay about the economy of a particular country. Generally, goals should address a student's unique needs across the content areas and should link to the standards so that a student has the foundation or precursor skills and strategies needed to access and progress in the general education curriculum. Goals can be written that apply across content subject areas.

Many students with learning disabilities struggle to acquire prerequisite skills and to understand basic concepts which prevent them from being successful in the regular education program. Other students have the academic skills necessary to achieve but have other disabilities, such as emotional or physical, that interfere with their ability to learn. It is important to identify those

learning skills or other types of disabilities that prevent the student from achieving and to construct appropriate goals to address those needs.

To ensure the annual goal is measurable, the goal should include criteria that explicitly state the level of achievement desired and to determine whether the student reached the goal (e.g., Frequency - 4 out of 5 trials, Duration - 20 minutes, Distance - 20 feet, Accuracy – 80% correct or successful).

Short-term Objectives and Benchmarks

New York State Regulations require short-term objectives and/or benchmarks for preschool students, and students who cannot take the state or local assessments and are designated to take alternate assessments. Short-term objectives and benchmarks are both measurable intermediate steps toward reaching the annual goal but they are expressed differently.

Short-term objectives are the intermediate knowledge and skills that must be learned to assist the student in reaching the annual goal. Short-term instructional objectives break down the skills or steps necessary to accomplish an annual goal into discrete components.

For example, if we have a goal where “John will read 100 words per minute fluently with 90% accuracy”, then short-term objectives might be as follows:

John will identify and record unfamiliar words prior to engaging in oral reading...

John will make a prediction about the topic of the passage(s) he will read...

John will self-monitor his reading fluency and accuracy on a daily basis...

Benchmarks are the major milestones that the student will demonstrate that will lead to the annual goal. Benchmarks usually designate a target time period for a behavior to occur (i.e., the amount of progress the student is expected to make within specified segments of the year). Generally, benchmarks establish expected performance levels that allow for regular checks of progress that may coincide with the reporting periods for informing parents of their child’s progress toward the annual goals.

For example, if we had the same goal above “John will read 100 words per minute fluently with 90% accuracy”, then benchmarks might be as follows:

By November, John will read 25 words per minute fluently...

By February, John will read 50 words per minute fluently...

By April, John will read 75 words per minute fluently...

IEP Direct Software

Centris Group has designed IEP Direct to assist districts in complying with regulatory mandates and to help ensure that measurable goals and objectives/benchmarks.

Purpose

The sole purpose of this compendium is to assist special education administrators and Committees in creating individualized goals and objectives/benchmarks for student IEPs. The compendium was not intended to include every goal possible but to offer a guide as to the predominant critical skills needed for most students to achieve. It is extremely important to understand that the compendium was not intended to provide a way of cutting and pasting goals but rather to offer a foundation of critical skills from the standards for providers to review and build upon. Creating appropriate IEP goals that conform to individual student needs and

regulatory requirements is the responsibility of special education providers and Committees, and not a software program. A software program is only a tool to assist in this endeavor.

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1. STUDY SKILLS

PREPARATION AND ORGANIZATION

1.1 The student will come to school on time and be prepared with all the required materials (e.g., textbooks, notebooks) for all :his classes.

- 1.1.1 The student will identify and bring the necessary supplies to school including books, paper, pens and pencils.
- 1.1.2 The student will arrive on time to class with all the necessary materials required for daily assignments (e.g. paper, pen, pencil, notebook, text book and homework).
- 1.1.3 The student will arrive for class and activities on time.
- 1.1.4 The student will follow the classroom morning routine of unpacking :his own backpack and putting away personal belongings and school materials.
- 1.1.5 The student will follow the classroom morning routine of joining in circle time.
- 1.1.6 The student will be prepared to begin class on time and be seated with all appropriate texts, notebooks and writing implements.
- 1.1.7 The student will follow the classroom morning routine of independently working on seat-time activity.
- 1.1.8 The student will keep school related materials easily accessible inside :his desk or locker.
- 1.1.9 The student will select the necessary materials required to participate in each lesson and arrange them on :his desk.

HOMEWORK AND ASSIGNMENTS

1.2 The student will complete homework and classroom assignments for all :his classes.

- 1.2.1 The student will record all homework and school assignments in a school planner or assignment book.
- 1.2.2 The student will use a planner to keep track of short and long term assignments and due dates.
- 1.2.3 The student will list homework assignments in the order in which the assignments should be completed.
- 1.2.4 The student will identify and select the necessary items required to take home in order to complete homework assignments.
- 1.2.5 The student will bring homework assignments home on a daily basis.
- 1.2.6 The student will turn in homework assignments on time.
- 1.2.7 The student will independently initiate and complete :number class assignments.
- 1.2.8 The student will turn in long term projects on time.
- 1.2.9 The student will self-check all school work for completeness, accuracy, and writing errors.
- 1.2.10 The student will maintain a notebook with divisions for various subjects and will ensure that each section contains only information that belongs in that subject area.
- 1.2.11 The student will correctly follow oral and/or written directions.
- 1.2.12 The student will consistently hand in completed assignments on time.
- 1.2.13 The student will accept appropriate assistance from teachers and other support staff without protest.
- 1.2.14 The student will independently seek out appropriate assistance from teachers and other support staff.

LEARNING STRATEGIES

1.3 The student will learn :number new learning strategies (e.g., how to remember material) and demonstrate these strategies when completing :his class assignments, projects or tests.

- 1.3.1 The student will review :his own written assignments for words spelled incorrectly and will self-correct each error.
- 1.3.2 The student will use spell check or a word processor to correctly edit :his own documents.
- 1.3.3 The student will use the CLOZE method to select missing words from a group of paragraphs.
- 1.3.4 The student will recognize and state :his own learning style and list learning strategies appropriate for :his style.
- 1.3.5 The student will use a mnemonics technique to memorize content area material in preparation for selected tests.
- 1.3.6 The student will use a visual organizer to memorize content area materials in preparation for selected tests.
- 1.3.7 The student will recite materials orally to memorize content area materials in preparation for selected tests.
- 1.3.8 The student will sort information into categories to memorize content area materials in preparation for selected tests.
- 1.3.9 The student will use flash cards to assist in memorizing information in preparation for selected tests.
- 1.3.10 The student will construct graphic organizers to assist in memorizing information in preparation for

- selected tests.
- 1.3.11 The student will construct study guides to assist in memorizing information in preparation for selected tests.
 - 1.3.12 The student will use a tape recorder as a compensatory learning strategy to assist in recalling information in preparation for selected tests.
 - 1.3.13 The student will use graph paper for math assignments as a compensatory learning strategy in order to accurately align numbers for selected assignments.
 - 1.3.14 The student will use a computer as a compensatory learning strategy to assist in producing written work with correct spelling and punctuation for selected assignments.
 - 1.3.15 The student will use the strategy of underlining to distinguish important information when reading content area materials for selected assignments.
 - 1.3.16 The student will use the strategy of outlining to emphasize important information when reading content area materials for selected assignments.
 - 1.3.17 The student will use the strategy of outlining important information when summarizing oral information for selected assignments.
 - 1.3.18 The student will highlight important information in articles to assist in memorizing the main ideas for selected assignments.
 - 1.3.19 The student will use the strategy of orally summarizing important information after reading content area materials for selected assignments.
 - 1.3.20 The student will use the strategy of self-questioning information when reading content area materials for selected assignments.
 - 1.3.21 The student will use the strategy of skimming to locate specific facts in the content areas for selected assignments.
 - 1.3.22 The student will use the strategy of previewing a selection in a content area using titles, topic heading, pictures and questions in preparation for selected tests.
 - 1.3.23 The student will accept assistance in order to complete assignments accurately and in a timely fashion.
 - 1.3.24 The student will independently seek assistance in order to complete assignments accurately and in a timely fashion.
 - 1.3.25 The student will independently alert the teacher to arrange for special needs or accommodations for tests.

NOTE TAKING

1.4 The student will learn how to take notes and submit :his notes for review and approval by :his teacher for teacher selected assignments or classes.

- 1.4.1 The student will copy written notes presented on the chalkboard without errors.
- 1.4.2 The student will take written notes in an outline format during a :duration class lesson without errors.
- 1.4.3 The student will take written notes in an outline format during a scheduled class period without errors.
- 1.4.4 The student will take written notes in an outline format from a chapter in a textbook without errors.
- 1.4.5 The student will take notes on important information when reading content area materials.
- 1.4.6 The student will highlight important points in a text or story and will take accurate notes to improve comprehension.
- 1.4.7 The student will copy written notes presented on the chalkboard with no more than :number errors.
- 1.4.8 The student will take written notes in an outline format during a :duration class lesson with no more than :number errors.
- 1.4.9 The student will take written notes in an outline format during a scheduled class period with no more than :number errors.
- 1.4.10 The student will take written notes in an outline format from a chapter in a textbook with no more than :number errors.

REFERENCE MATERIALS

1.5 The student will learn and utilize :number new types of reference materials to complete class assignments or projects.

- 1.5.1 The student will use a dictionary to find the spelling, syllabication, pronunciation and definition of :number words.
- 1.5.2 The student will use a dictionary to find the spelling of :number words.
- 1.5.3 The student will use a dictionary to find the syllabication of :number words.
- 1.5.4 The student will use a dictionary to find the pronunciation of :number words.
- 1.5.5 The student will correctly use a dictionary to find the definition of :number words.
- 1.5.6 The student will use the Table of Contents to locate :number chapter headings as indicated by the

- teacher.
- 1.5.7 The student will correctly use the Index to locate :number topics requested by the teacher.
 - 1.5.8 The student will correctly use a Glossary to locate :number topics requested by the teacher.
 - 1.5.9 The student will correctly use an encyclopedia to research and locate :number topics requested by the teacher.
 - 1.5.10 When given :number words, the student will locate synonyms for each word in a thesaurus.
 - 1.5.11 The student will independently use the library computer to locate a specific book by an author.
 - 1.5.12 The student will independently use the library computer to locate a specific book by title.
 - 1.5.13 The student will independently use the library computer to locate a specific book by subject.
 - 1.5.14 The student will use desk-top computer software (e.g. electronic encyclopedia) to research and locate :number topics requested by the teacher.
 - 1.5.15 The student will use a computer via the Internet to research (e.g. Google) and locate :number topics requested by the teacher.
 - 1.5.16 The student will use a computer and additional software such as Infotrack for locating and reviewing :number teacher or self-selected topics.
 - 1.5.17 The student will use a computer and additional software such as Infoseek for locating and reviewing :number teacher or self-selected topics.
 - 1.5.18 The student will use a computer and additional technology such as the Internet for locating and reviewing :number teacher or self selected topics.
 - 1.5.19 The student will use microfilm and microfiche for locating and reviewing :number teacher or self-selected topics.
 - 1.5.20 The student will use a globe as a study tool to locate specific locations (e.g. continents, oceans, countries, cities, mountain ranges) as requested by the teacher.
 - 1.5.21 The student will compare and contrast :number differences between a globe and an atlas.
 - 1.5.22 The student will independently select and define a topic to research.
 - 1.5.23 The student will use software containing encyclopedia materials to reference information regarding a topic of :his own choice and will write a short paragraph of at least :number sentences about this topic.
 - 1.5.24 The student will compile a bibliography with :number sources on a given subject.
 - 1.5.25 The student will describe the function of a footnote and will create at least :number footnotes for an essay.
 - 1.5.26 With prompting and supports, the student will use the library computer to locate a specific book by an author.
 - 1.5.27 With prompting and supports, the student will use the library computer to locate a specific book by title.
 - 1.5.28 With prompting and supports, the student will use the library computer to locate a specific book by subject.

TEST TAKING STRATEGIES

1.6 The student will learn and utilize :number new test taking strategies (e.g. answering easy questions first) when taking tests.

- 1.6.1 The student will review tests (e.g. review entire test, note difficult questions to be completed last) prior to beginning the test and decide how to divide the time needed for each section.
- 1.6.2 The student will identify and use clue words within the body of a test to assist in answering questions correctly.
- 1.6.3 The student will apply the test-taking strategy of saving difficult items until last.
- 1.6.4 The student will apply the test-taking strategy of eliminating obviously wrong answers.
- 1.6.5 The student will apply the test-taking strategy of systematically narrowing choices.
- 1.6.6 The student will correctly utilize the "PIRATES" test-taking strategy (Prepare, Inspect instructions, Read entire test, Answer question or leave until later, Turn back to skipped items, Estimate unknown answers, Survey to ensure all items are answered).
- 1.6.7 The student will correctly use the "SCORER" test taking strategy (Schedule time effectively, Clue word identification, Omit difficult items until end, Read carefully, Estimate answers, Review work and responses).
- 1.6.8 During an essay test, the student will allocate time for brainstorming, mapping, writing and proofreading within the allotted timeframe for the test.
- 1.6.9 The student will carefully proofread :his own written work for legibility on tests.
- 1.6.10 The student will review :his test answers to ensure that all answers are recorded accurately.
- 1.6.11 The student will reread portions of a selection to verify answers to specific questions.
- 1.6.12 The student will arrange for special needs or accommodations for tests without the intervention of a

- teacher.
- 1.6.13 The student will identify and describe :number strategies to use to reduce test anxiety (e.g., self-talk, review test before starting, breathe deeply) prior to the administration of the test.
 - 1.6.14 The student will be able to identify/convey any test modifications needed to take tests and communicate them with adults.

ATTENTION SKILLS

1.7 The student will maintain :his attention on task during class lessons and assignments in order to complete assignments on time.

- 1.7.1 The student will maintain eye contact with the speaker for :duration.
- 1.7.2 The student will attend to a task without distraction for :duration during individual seatwork activities.
- 1.7.3 The student will attend to a task without distraction for :duration during small group lessons.
- 1.7.4 The student will attend to a task without distraction for :duration during classroom lessons.
- 1.7.5 The student will attend to a task without distraction for :duration during group project activities.
- 1.7.6 If distracted, the student will refocus when prompted and attend to an assigned activity.
- 1.7.7 When distracted, the student will refocus without needing to be prompted and attend to an assigned activity.
- 1.7.8 The student will attend to written directions and follow them to complete a teacher initiated assignment.
- 1.7.9 The student will work steadily on a task for :duration.
- 1.7.10 The student will attend to and follow one-step directions.
- 1.7.11 The student will attend to and follow multi-step directions.
- 1.7.12 The student will select a task and attend to it for :duration.

TRANSITION

1.8 The student will successfully transition from one activity to another with only minimal assistance.

- 1.8.1 The student will put away and retrieve coats, hats, boots, etc. at the beginning and end of the school day.
- 1.8.2 The student will clean up materials after each activity and at the end of the day.
- 1.8.3 The student will independently come to a group meeting (e.g. circle time), sit and take turns talking.
- 1.8.4 The student will independently work in small groups for :duration.
- 1.8.5 The student will transition from one classroom activity to another when instructed to do so as part of the change in the classroom routine.
- 1.8.6 The student will transition from one room to a different room in the school building.
- 1.8.7 The student will independently move to and from a variety of locations in the school building.
- 1.8.8 The student will follow a schedule of classes.
- 1.8.9 The student will relate the time of day to school schedule.

1.9 The student will put away and retrieve coats, hats, boots, etc. at the beginning and end of the school day.

- 1.9.1 The student will navigate from the bus to the room.
- 1.9.2 The student will locate and enter room.
- 1.9.3 The student will remove items from book bag and put in appropriate place.
- 1.9.4 The student will remove coat and place in appropriate place.
- 1.9.5 The student will put hat, gloves, boots in appropriate place.
- 1.9.6 The student will retrieve coat at end of day.
- 1.9.7 The student will retrieve hat, gloves, and boots.
- 1.9.8 The student will put necessary items in book bag.

1.10 The student will clean up materials after each activity and at the end of the day.

- 1.10.1 The student will put materials in desk after activities.
- 1.10.2 The student will put notebook/homework in bag to go home.

1.11 The student will independently come to a group meeting (e.g. circle time), sit and take turns talking.

- 1.11.1 The student will come to group meeting.
- 1.11.2 The student will take :his place at morning meeting.
- 1.11.3 The student will greet :his friends by looking at or speaking or communicating to a named friend.
- 1.11.4 The student will take turns talking/communicating during a conversation during morning meeting time.

1.12 The student will independently work in small group for :duration.

- 1.12.1 The student will be able to sit next to a peer for :duration.
- 1.12.2 The student will be able to sit in a small group for :duration.
- 1.12.3 The student will be able to work in a small group with adult assistance for :duration.

1.13 The student will transition from one classroom activity to another when instructed to do so as part of the change in the classroom routine.

- 1.13.1 The student will be able to participate in one classroom activity.
- 1.13.2 The student will be able to participate with :number classroom activities.
- 1.13.3 The student will transition between one classroom activity to another as part of the daily routine.

1.14 The student will transition from one room to a different room in the building.

- 1.14.1 The student will be able to locate :his room.
- 1.14.2 The student will be able to leave classroom upon request.
- 1.14.3 The student will locate one familiar location upon request.
- 1.14.4 The student will be able to locate :number of locations within the building upon request.
- 1.14.5 The student will be able to leave the room upon request.

1.15 The student will independently move to and from a variety of locations in the school building.

- 1.15.1 The student will be able to locate a favored location within the building.
- 1.15.2 The student will be able to locate :number of locations within the building.
- 1.15.3 The student will be able to move from one location other than the classroom to another location within the school.

1.16 The student will follow a schedule of classes.

- 1.16.1 The student will be able to follow the classroom schedule with visual/tactile cues.
- 1.16.2 The student will be able to follow a written schedule.
- 1.16.3 The student will be able to identify the time for one scheduled activity outside of the room.
- 1.16.4 The student will be able to identify and transition to one activity outside of the room.
- 1.16.5 The student will be able to identify and transition to more than one activity outside of the room.

1.17 The student will be able to relate the time of day to school schedule.

- 1.17.1 The student will be able to tell time to the nearest hour.
- 1.17.2 The student will be able to tell time.
- 1.17.3 The student will be able to relate time of day to an activity (e.g. 12:00 is time for lunch, 3:00 is time for home).

2. READING

PRINT CONCEPTS

Preschool/Kindergarten

- 2.1 The student will identify his name in a variety of contexts.**
 - 2.1.1 The student will recognize the letters of the alphabet that are in :his own name.
 - 2.1.2 Upon request, the student will verbally label :his printed name.
 - 2.1.3 The student will recognize and identify :his printed name in a field of other names/words.
 - 2.1.4 The student will identify :number of alphabet letters.
 - 2.1.5 The student will identify :number of letter of his first name.
 - 2.1.6 The student will identify the letters in his own name.
- 2.2 The student will identify and understand the meaning of :number common signs and symbols in :his environment.**
 - 2.2.1 The student will identify at least :number common signs/symbols in the environment.
 - 2.2.2 The student will identify :number signs/symbols when described by context.
 - 2.2.3 The student will describe the meaning of :number signs/symbols.
- 2.3 When presented with emergent reader texts, the student will identify the parts of a book and its functions; distinguish between letters, words and sentences; and follow their order from left to right, top to bottom, and page by page.**
 - 2.3.1 The student will follow words from left to right, top to bottom, and page by page.
 - 2.3.2 The student will recognize that spoken words are represented in written language by specific sequences of letters.
 - 2.3.3 The student will understand that words are separated by spaces in print.
 - 2.3.4 The student will locate the parts of a book (e.g. Table of Contents, Index) when asked.
 - 2.3.5 The student will be able to describe the functions of the different parts of a book.
 - 2.3.6 The student will understand that written words represent spoken words by specific sequences of letters.
 - 2.3.7 The student will locate :number of parts of the book (table of content, index) when asked.
 - 2.3.8 The student will describe function of :number of parts of a book.
- 2.4 When read-aloud from emergent reader texts, the student will demonstrate comprehension of the narrative presented to :him.**
 - 2.4.1 The student will retell a story from a read-aloud attending to the main characters, sequence of events, and main ideas.
 - 2.4.2 The student will relate ideas in read-alouds to life experiences and/or other texts.
 - 2.4.3 The student will make predictions and confirm them with textual evidence.
 - 2.4.4 The student will ask and answer open-ended questions regarding read-aloud texts.
 - 2.4.5 The student will use previous experiences to demonstrate a greater understanding of the text and current experiences (e.g. field trips, family activities).
- 2.5 The student will expand vocabulary skills to relate to text and demonstrate a greater understanding of the world around :him.**
 - 2.5.1 The student will generalize new vocabulary to novel situations.
 - 2.5.2 The student will use appropriate strategies to figure out word meanings (e.g., looks at pictures, asks someone, uses context clues).
 - 2.5.3 The student will identify :number vocabulary words related to pictures. (e.g. Show me the white dog.).
- 2.6 The student will demonstrate emergent knowledge of literacy principles and of print concepts.**
 - 2.6.1 The student will "read" a book(e.g.-hold the book upright while turning the pages one at a time, looking at the words/pictures), with or without an adult, for :duration.
 - 2.6.2 The student will demonstrate the ability to turn the pages of a book properly.
 - 2.6.3 The student will follow words from left to right, top to bottom, and page to page.
 - 2.6.4 The student will recognize that spoken words are represented in written language by specific sequences of letters.
- 2.7 When presented with the letters of the alphabet, the student will recognize and name :number upper and lower case letter of the alphabet.**

Benchmarks

 - 2.7.1 By :Month, the student will recognize and name :number upper and lower case letters of the alphabet.
 - 2.7.2 By :Month, the student will recognize and name :number upper and lower case letters of the alphabet.
 - 2.7.3 By :Month, the student will recognize and name :number upper and lower case letters of the alphabet.

- 2.7.4 By :Month the student will label :number of upper case letters.
- 2.7.5 By :Month the student will label :number of lower case letters.
- 2.7.6 When presented with :number letters in uppercase and lowercase, the student will distinguish between the uppercase and lowercase letters and identify the ones that are the same letter.
- 2.7.7 When presented with a small group of letters and various non-letters, the student will identify those that are letters.
- 2.7.8 The student will recognize and name the letters in :his first and last name.
- 2.7.9 The student will label letters in his first name.
- 2.7.10 The student will label letters in his last name.
- 2.7.11 The student will be able to match upper and lower case letters by letter.

Grade 1

2.8 When presented with texts at the first grade level, the student will identify the features of a sentence (e.g. first word, capitalization, ending punctuation).

- 2.8.1 The student will identify the first word and last word in a sentence.
- 2.8.2 The student will identify the words that are capitalized in a sentence.
- 2.8.3 The student will identify the punctuation in a sentence.

PHONOLOGICAL AWARENESS

Preschool/Kindergarten

2.9 The student will demonstrate phonemic awareness by identifying or manipulating letter and word sounds.

- 2.9.1 The student will recite the alphabet by rote memory.
- 2.9.2 The student will demonstrate an awareness that letters in written words stand for sounds in spoken words.
- 2.9.3 The student will identify initial sounds in words.
- 2.9.4 The student will recognize words that rhyme in familiar games, songs, or stories.
- 2.9.5 The student will match, identify, or produce words that rhyme.
- 2.9.6 The student will pronounce final sounds, etc.
- 2.9.7 The student will add individual sounds (phonemes) in simple, one syllable words to make new words.
- 2.9.8 The student will substitute individual sounds (phonemes) in simple, one syllable words to make new words.
- 2.9.9 The student will add or substitute individual sounds in simple one syllable words to make new words.

2.10 When presented with spoken words, the student will produce rhyming words; count, pronounce, blend, and segment the syllables; and isolate and pronounce the initial, middle and final sounds in consonant-vowel-consonant words.

- 2.10.1 The student will recognize and produce rhyming words.
- 2.10.2 The student will count, pronounce, blend, and segment syllables in spoken words.
- 2.10.3 The student will blend and segment onsets and rhymes of single-syllable spoken words in learning about word families.
- 2.10.4 The student will isolate and pronounce the initial, medial vowel, and final sounds being careful to use phonemes and not letter names (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (not to include CVC words ending with /l/, /r/, or /x/).
- 2.10.5 The student will add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Grade 1

2.11 When presented with spoken single-syllable words, the student will distinguish long from short vowel sounds; isolate and pronounce the initial, middle and final sounds in the words; and segment the words into their complete sequence of individual sounds.

- 2.11.1 The student will distinguish long from short vowel sounds in spoken single-syllable words.
- 2.11.2 The student will orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- 2.11.3 The student will isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- 2.11.4 The student will segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- 2.11.5 The student will pronounce final sounds, etc.
- 2.11.6 The student will add individual sounds (phonemes) in simple, one syllable words to make new words.

- 2.11.7 The student will substitute individual sounds (phonemes) in simple, one syllable words to make new words.
- 2.11.8 The student will add or substitute individual sounds in simple one syllable words to make new words.

PHONICS

Kindergarten

- 2.12 When presented with words from reading narratives or specific informational text from the student's content area subjects on the :gradelevel, the student will apply phonic skills and word analysis skills to correctly decode the words.**

- 2.12.1 The student will demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant.
- 2.12.2 The student will associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- 2.12.3 The student will distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Grade 1

- 2.13 When presented with words from reading narratives or specific informational text from the student's content area subjects on the :gradelevel, the student will apply phonic skills and word analysis skills to correctly decode the words.**

- 2.13.1 The student will know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- 2.13.2 The student will decode regularly spelled one-syllable words.
- 2.13.3 The student will know final -e and common vowel team conventions for representing long vowel sounds.
- 2.13.4 The student will use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- 2.13.5 The student will decode two-syllable words following basic patterns by breaking the words into syllables.
- 2.13.6 The student will read words with inflectional endings.

Grade 2

- 2.14 When presented with words from reading narratives or specific informational text from the student's content area subjects on the :gradelevel, the student will apply phonic skills and word analysis skills to correctly decode the words.**

- 2.14.1 The student will distinguish long and short vowels when reading regularly spelled one-syllable words.
- 2.14.2 The student will know spelling-sound correspondences for additional common vowel teams.
- 2.14.3 The student will decode regularly spelled two-syllable words with long vowels.
- 2.14.4 The student will decode words with common prefixes and suffixes.
- 2.14.5 The student will identify words with inconsistent but common spelling-sound correspondences.

Grade 3

- 2.15 When presented with words from reading narratives or specific informational text from the student's content area subjects on the :gradelevel, the student will apply phonic skills and word analysis skills to correctly decode the words.**

- 2.15.1 The student will identify and know the meaning of the most common prefixes and derivational suffixes.
- 2.15.2 The student will decode words with common Latin suffixes.
- 2.15.3 The student will decode multisyllabic words.

Grade 4

- 2.16 When presented with words from reading narratives or specific informational text from the student's content area subjects on the :gradelevel, the student will apply phonic skills and word analysis skills to correctly decode the words.**

- 2.16.1 The student will use combined knowledge of all letter-sound correspondences and syllabication patterns to read accurately unfamiliar multisyllabic words in context.
- 2.16.2 The student will use combined knowledge of all letter-sound correspondences and syllabication patterns to read accurately unfamiliar multisyllabic words out of context.
- 2.16.3 The student will use combined knowledge of morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Grade 5

2.17 When presented with words from reading narratives or specific informational text from the student's content area subjects on the :gradelevel, the student will apply phonic skills and word analysis skills to correctly decode the words.

- 2.17.1 The student will use combined knowledge of all letter-sound correspondences and syllabication patterns to read accurately unfamiliar multisyllabic words in context.
- 2.17.2 The student will use combined knowledge of all letter-sound correspondences and syllabication patterns to read accurately unfamiliar multisyllabic words out of context.
- 2.17.3 The student will use combined knowledge of morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

WORD RECOGNITION**Kindergarten**

2.18 When presented with a list of words taken from reading narratives and/or specific informational words from the student's content area subjects on the Kindergarten grade level, the student will immediately recognize and read the words without the need to apply word analysis skills.

- 2.18.1 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the Kindergarten grade level, the student will immediately recognize and read at least :number high frequency words.
- 2.18.2 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the Kindergarten grade level, the student will immediately recognize and read at least :number high frequency words.
- 2.18.3 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the Kindergarten grade level, the student will immediately recognize and read at least :number high frequency words.

Grade 1

2.19 When presented with a list of words taken from reading narratives and/or specific informational words from the student's content area subjects on the First grade level, the student will immediately recognize and read the words without the need to apply word analysis skills.

- 2.19.1 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the First grade level, the student will immediately recognize and read at least :number high frequency words.
- 2.19.2 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the First grade level, the student will immediately recognize and read at least :number high frequency words.
- 2.19.3 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the First grade level, the student will immediately recognize and read at least :number high frequency words.

Grade 2

2.20 When presented with a list of words taken from reading narratives and/or specific informational words from the student's content area subjects on the Second grade level, the student will immediately recognize and read the words without the need to apply word analysis skills.

- 2.20.1 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the Second grade level, the student will immediately recognize and read at least :number high frequency words.
- 2.20.2 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the Second grade level, the student will immediately recognize and read at least :number high frequency words.
- 2.20.3 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the Second grade level, the student will immediately recognize and read at least :number high frequency words.

Grade 3

2.21 When presented with a list of words taken from reading narratives and/or specific informational words from the student's content area subjects on the Third grade level, the student will immediately recognize and read the words without the need to apply word analysis skills.

- 2.21.1 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the Third grade level, the student will immediately

- recognize and read at least :number high frequency words.
- 2.21.2 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the Third grade level, the student will immediately recognize and read at least :number high frequency words.
- 2.21.3 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the Third grade level, the student will immediately recognize and read at least :number high frequency words.

Grade 4

2.22 When presented with a list of words taken from reading narratives and/or specific informational words from the student's content area subjects on the Fourth grade level, the student will immediately recognize and read the words without the need to apply word analysis skills.

- 2.22.1 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the Fourth grade level, the student will immediately recognize and read at least :number high frequency words.
- 2.22.2 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the Fourth grade level, the student will immediately recognize and read at least :number high frequency words.
- 2.22.3 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the Fourth grade level, the student will immediately recognize and read at least :number high frequency words.

Grade 5

2.23 When presented with a list of words taken from reading narratives and/or specific informational words from the student's content area subjects on the Fifth grade level, the student will immediately recognize and read the words without the need to apply word analysis skills.

- 2.23.1 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the Fifth grade level, the student will immediately recognize and read at least :number high frequency words.
- 2.23.2 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the Fifth grade level, the student will immediately recognize and read at least :number high frequency words.
- 2.23.3 By :Month, when presented with words taken from reading narratives and/or specific informational words from the student's content area subjects on the Fifth grade level, the student will immediately recognize and read at least :number high frequency words.

FLUENCY

Kindergarten

2.24 When presented with Kindergarten grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.

- 2.24.1 By :month, when presented with Kindergarten grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.
- 2.24.2 By :month, when presented with Kindergarten grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.
- 2.24.3 By :month, when presented with Kindergarten grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.

Grade 1

2.25 When presented with First grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.

- 2.25.1 By :month, when presented with First grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.
- 2.25.2 By :month, when presented with :gradelevel literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy

- and appropriate rate.
- 2.25.3 By :month, when presented with :gradelevel literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.

Grade 2

2.26 When presented with Second grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.

- 2.26.1 By :month, when presented with Second grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.
- 2.26.2 By :month, when presented with Second grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.
- 2.26.3 By :month, when presented with Second grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.

Grade 3

2.27 When presented with Third grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.

- 2.27.1 By :month, when presented with Third grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.
- 2.27.2 By :month, when presented with Third grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.
- 2.27.3 By :month, when presented with Third grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.

Grade 4

2.28 When presented with Fourth grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.

- 2.28.1 By :month, when presented with Fourth grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.
- 2.28.2 By :month, when presented with Fourth grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.
- 2.28.3 By :month, when presented with Fourth grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.

Grade 5

2.29 When presented with Fifth grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.

- 2.29.1 By :month, when presented with Fifth grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.
- 2.29.2 By :month, when presented with Fifth grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.
- 2.29.3 By :month, when presented with Fifth grade level literature text and/or specific informational text from the student's content area subjects, the student will read :number words per minute fluently with accuracy and appropriate rate.

VOCABULARY ACQUISITION AND USE

Kindergarten

- 2.30 When presented each month with a list of :number unknown and multiple-meaning words and phrases selected by the teacher from kindergarten reading literature and content area subjects, the student will define the words and phrases, and use them in sentences to assist in reading comprehension and language acquisition.**
- 2.30.1 The student will define the meanings of familiar words and phrases.
 - 2.30.2 The student will define the meanings of familiar words that have multiple meanings (e.g., knowing duck is a bird and learning the verb to duck).
 - 2.30.3 The student will use the most frequently occurring inflections, prefixes and suffixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
 - 2.30.4 The student will sort and classify common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - 2.30.5 The student will define frequently occurring words and identify their opposites (antonyms).
 - 2.30.6 The student will identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - 2.30.7 The student will distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
 - 2.30.8 After reading or listening to a Kindergarten level story or passage, the student will use words and phrases from the story or passage to answer questions.
 - 2.30.9 During group discussions and written work, the student will use words from the material to describe, categorize, classify, and compare items.

Grade 1

- 2.31 When presented each month with a list of :number unknown and multiple-meaning words and phrases selected by the teacher from first grade reading literature and content area subjects, the student will define the words and phrases, and use them in sentences to assist in reading comprehension and language acquisition.**
- 2.31.1 The student will use sentence-level context as a clue to the meaning of an unknown word or phrase (e.g., I hope we defeat the other team and win the championship) in the development of a semantic cueing system.
 - 2.31.2 The student will use frequently occurring prefixes and suffixes as a clue to the meaning of a word.
 - 2.31.3 The student will identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
 - 2.31.4 The student will sort and classify a list of words into categories (e.g., colors, clothing) and determine why they belong to each category.
 - 2.31.5 The student will describe objects using adjectives/attributes (e.g., color, shape, size, function, location, temperature).
 - 2.31.6 The student will define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - 2.31.7 The student will identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - 2.31.8 The student will distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
 - 2.31.9 After reading or listening to a first grade story or passage from content area material, the student will use words and phrases, including frequently occurring conjunctions from the material, to answer questions (e.g., How did Nibbles get his name? Nibbles got his name because he nibbles too much).
 - 2.31.10 During group discussions and written work, the student will use words and phrases, including frequently occurring conjunctions from the material to describe, categorize, classify and compare items (e.g., The month of June comes between May and July).

Grade 2

- 2.32 When presented each month with a list of :number unknown and multiple-meaning words and phrases selected by the teacher from second grade reading literature and content area subjects, the student will define the words and phrases, and use them in sentences to assist in reading comprehension and language acquisition.**
- 2.32.1 The student will use sentence-level context as a clue to the meaning of a word or phrase (e.g., It was the day of the big blizzard and I had never seen it snow so much).

- 2.32.2 The student will determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- 2.32.3 The student will use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- 2.32.4 The student will define the meaning of individual words within a compound word and use the definitions to predict the meaning of the compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- 2.32.5 The student will use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of a list of words and/or phrases.
- 2.32.6 The student will identify real-life connections between specified words and their use (e.g., describe foods that are spicy or juicy).
- 2.32.7 The student will distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 2.32.8 After reading or listening to a second grade story or passage from content area material, the student will use words and phrases including adjectives and adverbs from the material to describe people, places, things and events.
- 2.32.9 During group discussions and written work, the student will use words and phrases including adjectives and adverbs taught during instructional time to describe, categorize, classify, and compare items (e.g., The ocean is deep and blue).

Grade 3

2.33 When presented each month with a list of :number unknown and multiple-meaning words and phrases selected by the teacher from third grade reading literature and content area subjects, the student will define the words and phrases, and use them in sentences to assist in reading comprehension and language acquisition.

- 2.33.1 The student will use sentence-level context as a clue to the meaning of a word or phrase. (e.g., The day looked dark and dreary).
- 2.33.2 The student will determine the meaning of the new word formed when a known prefix or suffix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- 2.33.3 The student will use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- 2.33.4 The student will use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of a list of key words and phrases.
- 2.33.5 The student will differentiate between the literal and nonliteral meanings of specific words and phrases in context (e.g., take steps, you're under the weather).
- 2.33.6 The student will identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- 2.33.7 The student will use adjectives to describe people, places and things in their environment.
- 2.33.8 The student will distinguish shades of meaning among related words that describe state of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- 2.33.9 After reading or listening to literature or content area material from :his classes, the student will use words and phrases including those that signal spatial and temporal relationships from the material to answer questions and summarize information (e.g., When did the vegetables begin to grow? They grew after the weather became warmer).
- 2.33.10 During group discussions and written work, the student will use words and phrases including those that signal spatial and temporal relationships taught during instructional time to describe, categorize, classify, and compare items (e.g., Chuck is taller than Peter).

Grade 4

2.34 When presented each month with a list of :number unknown and multiple-meaning words and phrases selected by the teacher from fourth grade reading literature and content area subjects, the student will define the words and phrases, and use them in sentences to assist in reading comprehension and language acquisition.

- 2.34.1 The student will use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase (e.g., Projectiles include those items that are shot forward such as a cannon shell, bullet, or rocket).
- 2.34.2 The student will use common, grade-appropriate Greek and Latin prefixes, suffixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- 2.34.3 The student will utilize reference materials (e.g., dictionaries, glossaries, thesauruses), both print and

- digital, to find the pronunciation and to determine or clarify the precise meaning of a list of key words and phrases as used in the selected fourth grade reading literature and/or content materials.
- 2.34.4 The student will explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - 2.34.5 The student will explain the meaning of common idioms (e.g., a piece of cake), adages (e.g., anything that can go wrong, will go wrong), and proverbs (e.g., haste makes waste).
 - 2.34.6 The student will demonstrate understanding of a list of words by relating them to their opposites (antonyms) and to words with similar, but not identical meanings (synonyms).
 - 2.34.7 After reading or listening to literature or content area material from :his classes, the student will use words and phrases including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation) from the material to answer questions and summarize information (e.g., Why did Harry Potter stammer when Dumbledore asked him a question?).
 - 2.34.8 During group discussions and written work, the student will use words and phrases including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered wildlife when discussing animal preservation) taught during instructional time to describe, categorize, classify and compare items.

Grade 5

2.35 When presented each month with a list of :number unknown and multiple-meaning words and phrases selected by the teacher from fifth grade reading literature and content area subjects, the student will define the words and phrases, and use them in sentences to assist in reading comprehension and language acquisition.

- 2.35.1 The student will use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase (e.g., Since no one came to the first staff meeting, attendance for the second one is mandatory for all).
- 2.35.2 The student will use common, grade-appropriate Greek and Latin prefixes, suffixes and roots as clues to the meaning of a word (e.g., photograph/photosynthesis, uniform/unicycle, quartet/quarter, monogram/monorail, tricycle/tripod).
- 2.35.3 The student will utilize reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and to determine or clarify the precise meaning of key words and phrases as used in the selected fifth grade reading literature and/or content materials.
- 2.35.4 The student will interpret figurative language, including similes and metaphors, in context.
- 2.35.5 The student will explain the meaning of common idioms (e.g., a piece of cake), adages (e.g., anything that can go wrong will go wrong) and proverbs (e.g., haste makes waste).
- 2.35.6 The student will use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- 2.35.7 After reading or listening to literature or content area material from :his classes, the student will use words and phrases including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) from the material to answer questions and summarize information (e.g., He prefers math to English; nevertheless, he does well in English).
- 2.35.8 During group discussions and written work, the student will use words and phrases including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) taught during instructional time to describe, categorize, classify, and compare items (e.g., A tiger can be considered a big cat, however it can also be classified as a mammal).

Grade 6

2.36 When presented each month with a list of :number unknown and multiple-meaning words and phrases selected by the teacher from sixth grade reading literature and content area subjects, the student will define the words and phrases, and use them in sentences to assist in reading comprehension and language acquisition.

- 2.36.1 The student will use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- 2.36.2 The student will use common, grade-appropriate Greek or Latin prefixes, suffixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- 2.36.3 The student will utilize reference materials (e.g., dictionaries, glossaries, thesauruses), both print and

- digital, to find the pronunciation of a word, to determine or clarify its precise meaning and/or its part of speech as used in the selected sixth grade reading literature and/or content area materials.
- 2.36.4 The student will verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 2.36.5 The student will interpret figures of speech (e.g., personification) in context (e.g. Opportunity knocked on my door when the employer offered me a job).
- 2.36.6 The student will use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to define and explain each of the words.
- 2.36.7 The student will distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Grade 7

2.37 When presented each month with a list of :number unknown and multiple-meaning words and phrases selected by the teacher from seventh grade reading literature and content area subjects, the student will define the words and phrases, and use them in sentences to assist in reading comprehension and language acquisition.

- 2.37.1 The student will use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- 2.37.2 The student will use common, grade-appropriate Greek or Latin prefixes, suffixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- 2.37.3 The student will utilize general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech as used in the selected seventh grade reading literature and/or content area materials.
- 2.37.4 The student will verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 2.37.5 The student will interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context (e.g., As the cave's roof collapsed, he was swallowed up in the dust like Jonah).
- 2.37.6 The student will use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- 2.37.7 The student will distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Grade 8

2.38 When presented each month with a list of :number unknown and multiple-meaning words and phrases selected by the teacher from eighth grade reading literature and content area subjects, the student will define the words and phrases, and use them in sentences to assist in reading comprehension and language acquisition.

- 2.38.1 The student will use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- 2.38.2 The student will use common, grade-appropriate Greek or Latin prefixes, suffixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- 2.38.3 The student will utilize general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech as used in the selected eighth grade reading literature and/or content area materials.
- 2.38.4 The student will verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 2.38.5 The student will interpret figures of speech (e.g. verbal irony [...as pleasant as a root canal], puns [When a clock is hungry it goes back four seconds]) in context.
- 2.38.6 The student will use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- 2.38.7 The student will distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

High School

2.39 When presented each month with a list of :number unknown and multiple-meaning words and phrases selected by the teacher from high school reading literature and content area subjects, the student will define the words and phrases, and use them in sentences to assist in reading comprehension and language acquisition.

- 2.39.1 The student will use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- 2.39.2 The student will identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- 2.39.3 Given groups of related words, the student will identify how the use of prefixes, root words and suffixes change the meaning or parts of speech of the words taken from high school literature and content area materials and use each word correctly in a sentence (e.g., analyze, analysis, analytical; advocate, advocacy).
- 2.39.4 The student will utilize general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, and/or its etymology as used in the selected high school reading literature and/or content area materials.
- 2.39.5 The student will verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 2.39.6 The student will interpret figures of speech (e.g., euphemism [comfort station], oxymoron [seriously funny]) in context and analyze their role in high school literature or content area material.
- 2.39.7 Given a list of words, the student will find their denotation (definition) and connotations (associations) and distinguish between the positive and negative connotations of each.
- 2.39.8 The student will analyze nuances in the meaning of words with similar denotations.

READING COMPREHENSION - KEY IDEAS AND DETAILS

Kindergarten

- 2.40 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will ask and answer questions about key details in a text with prompting and support.**
 - 2.40.1 When presented with :gradelevel text, the student will, with prompting, point to pictures/illustrations in the text to answer questions about key details in the text.
 - 2.40.2 After looking at illustrations in :gradelevel text, the student will ask who, what, where, when, why, and how questions with prompting.
 - 2.40.3 After looking at the illustrations in :gradelevel text, the student will answer who, what, where, when, why, and how questions about the illustrations with prompting.
 - 2.40.4 After listening to :gradelevel text, the student will ask who, what, where, when, why, and how questions about key details in the text with prompting.
 - 2.40.5 After listening to :gradelevel text, the student will answer who, what, where, when, why, and how questions about key details in the text with prompting.
- 2.41 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will identify the main topic and retell key details of a text with prompting.**
 - 2.41.1 After looking at the illustrations in a :gradelevel text, the student will identify the main topic with prompting.
 - 2.41.2 After listening to a :gradelevel text, the student will identify the main topic with prompting.
 - 2.41.3 After looking at the illustrations in a :gradelevel text, the student will retell the story including key details with prompting.
 - 2.41.4 After listening to a :gradelevel text, the student will retell the story including key details with prompting.
 - 2.41.5 After listening to a :gradelevel story, the student will identify the main topic and retell key details of a text with prompting.
- 2.42 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will identify characters, settings, and major events and describe the connection between two individuals, events, or pieces of information with prompting.**
 - 2.42.1 After being presented with a :gradelevel text, the student will identify the characters in the text with prompting.
 - 2.42.2 After being presented with a :gradelevel rtext, the student will identify the setting in the text with prompting.
 - 2.42.3 After being presented with a :gradelevel text, the student will describe the major events in the story with prompting.

- 2.42.4 After being presented with a :gradelevel text, the student will provide :number text based details to describe the characters, setting, or major events in a story with prompting.
- 2.42.5 After being presented with a :gradelevel text, the student will describe the connection between two individuals with prompting.
- 2.42.6 After being presented with a :gradelevel text, the student will describe the connection between two events with prompting.
- 2.42.7 After being presented with a :gradelevel text, the student will describe the connection between two ideas with prompting.
- 2.42.8 After being presented with a :gradelevel text, the student will describe the connection between two individuals, events, ideas, or pieces of information with prompting.

Grade 1

2.43 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will answer questions about key details in a text.

- 2.43.1 After looking at the illustrations in a :gradelevel text, the student will ask who, what, where, when, why, and how questions.
- 2.43.2 After looking at the illustrations in a :gradelevel text, the student will answer who, what, where, when, why, and how questions about the illustrations verbally.
- 2.43.3 After listening to a :gradelevel text, the student will ask who, what, where, when, why, and how questions to demonstrate understanding of key details in a text.
- 2.43.4 After listening to a :gradelevel text, the student will answer who, what, where, when, why, and how questions to demonstrate understanding of key details in a text.
- 2.43.5 After reading a :gradelevel text, the student will ask who, what, where, when, why, and how questions to demonstrate understanding of key details in a text.
- 2.43.6 After reading a :gradelevel text, the student will answer who, what, where, when, why, and how questions to demonstrate understanding of key details in a text.

2.44 When recounting stories or after reading :gradelevel text, the student will determine the main topic, retell key details, and demonstrate their understanding of the central message or lesson.

- 2.44.1 After looking at the illustrations in a :gradelevel story or text, the student will identify the central message or lesson.
- 2.44.2 After listening to a :gradelevel story or text, the student will identify the central message or lesson.
- 2.44.3 After reading a :gradelevel text, the student will identify the central message or lesson.
- 2.44.4 After looking at the illustrations in a :gradelevel text, the student will retell the story including key details.
- 2.44.5 After listening to a :gradelevel story or text, the student will retell the story or text including key details.
- 2.44.6 After listening to a :gradelevel text, the student will identify the main topic and retell key details of a text.

2.45 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will describe characters, settings, major events, and the connections between them.

- 2.45.1 After being presented with a :gradelevel text, the student will identify the characters in the text.
- 2.45.2 After being presented with a :gradelevel text, the student will identify the setting in the text.
- 2.45.3 After being presented with a :gradelevel text, the student will make personal connections with the text.
- 2.45.4 After being presented with a :gradelevel text, the student will describe the major events in the story.
- 2.45.5 After being presented with a :gradelevel story, the student will provide :number text based details to describe the character, setting, or major events in a story.
- 2.45.6 After being presented with a :gradelevel text, the student will identify how two individuals, events, ideas, or pieces of information are connected.

Grade 2

2.46 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will answer who, what, where, when , why, and how questions to demonstrate the understanding of key details in a text.

- 2.46.1 After listening to a :gradelevel text, the student will ask who, what, where, when, why, and how questions to demonstrate understanding of key details in the text.
- 2.46.2 After listening to a :gradelevel story, the student will answer who, what, where, when, why, and how questions to demonstrate understanding of key details in the text.
- 2.46.3 After reading a :gradelevel text, the student will ask who, what, where, when, why, and how questions to demonstrate understanding of key details in the text.

- 2.46.4 After reading a :gradelevel text, the student will answer who, what, where, when, why, and how questions to demonstrate understanding of key details in the text.
- 2.46.5 After reading a :gradelevel story, the student will identify :number text based details to support a response to a who, what, where, when, why, or how question.
- 2.47 When recounting stories or after reading :gradelevel text, student will state the main idea, central message, lesson or moral.**
 - 2.47.1 When presented with :gradelevel text, the student will state the moral, lesson, or central message.
 - 2.47.2 When presented with :gradelevel story, the student will state the focus of specific paragraphs within the text.
 - 2.47.3 When presented a :gradelevel text, the student will state the main idea and recount text based details related to the main idea.
- 2.48 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will describe how characters in the story respond to major events and challenges or describe the connection between a series of historical events, scientific ideas or concepts while using language that pertains to the sequence of events.**
 - 2.48.1 The student will define the term character when presented with :gradelevel text, the student will identify characters in the story.
 - 2.48.2 When presented with :gradelevel text, the student will describe the sequence of major events and challenges.
 - 2.48.3 When presented with :gradelevel text, the student will describe how characters in the text respond, including what they say and do, to major events and challenges.
 - 2.48.4 When presented with :gradelevel text, the student will describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in the text.

Grade 3

- 2.49 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will ask and answer questions to demonstrate an understanding of text while referring explicitly to the text as the basis for the answers.**
 - 2.49.1 When presented with :gradelevel text, student will identify the main idea.
 - 2.49.2 When presented with :gradelevel text, the student will ask who, what, where, when, and why questions about the text.
 - 2.49.3 When presented with :gradelevel text, the student will answer who, what, where, when, and why questions about the text.
 - 2.49.4 When presented with :gradelevel text, the student will identify :number text based details to support a response to who, what, where, when, or why questions.
- 2.50 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will determine the main idea/central message, recount key text details, and explain how the details support the main idea/ central message.**
 - 2.50.1 When presented with :gradelevel text, the student will identify the difference between fantasy and reality.
 - 2.50.2 When presented with :gradelevel fables, folktales, and myths, the student will tell :number key features of each.
 - 2.50.3 When presented with :gradelevel text, the student will identify the moral, lesson, or central message.
 - 2.50.4 When presented with :gradelevel text, the student will determine :number key text based details related to the development of the moral, lesson, or central message.
 - 2.50.5 When presented with :gradelevel text, the student will determine the main idea of a text; recount the key details and explain how they support the main idea.
- 2.51 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the :student will describe the characters in the story or describe the relationship between a series of historical events, ideas or concepts, or procedures while using language that pertains to time, sequence of events, and cause/effect.**
 - 2.51.1 When presented with :gradelevel text, the student will describe the sequence of events.
 - 2.51.2 When presented with :gradelevel text, the student will describe the character traits specific to characters in the text and tell :number text based details that support the identified traits.
 - 2.51.3 When presented with :gradelevel text, the student will describe character motivation specific to characters in the text and tell :number text based details that support the identified motivation.
 - 2.51.4 When presented with :gradelevel text, the student will describe character feelings specific to characters in the text and tell :number text based details that support the identified feelings.

- 2.51.5 When presented with :gradelevel text, the student will identify :number character actions in the text related to the character's traits.
- 2.51.6 When presented with :gradelevel text, the student will describe the sequence of important events and tell how a character's actions influence the sequence.
- 2.51.7 When presented with :gradelevel text, the student will identify words that identify text organizational patterns, including time-order, sequence of events, and cause/effect.
- 2.51.8 When presented with :gradelevel text containing a series of historical events, ideas/concepts or procedural steps, the student will describe the relationship between the events/ideas or concepts/procedural steps using text signal words that pertain to time, sequence, and cause/effect.

Grade 4

2.52 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will answer text based and inferential questions to demonstrate an understanding of text while explicitly citing text details and examples as the basis for the answers.

- 2.52.1 When presented with :gradelevel text, the student will answer who, what, where, when, or why questions by explicitly citing :number text details/examples as the basis for the answers.
- 2.52.2 When presented with :gradelevel text, the student will explain the sequence of key events, citing text details/examples as a basis for the answer.
- 2.52.3 When presented with :gradelevel text, the student will explain inferences drawn from the text using explicit text based details and background knowledge related to the text.

2.53 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will identify the main idea or theme, explain how it is supported by key details, and summarize the text

- 2.53.1 When presented with :gradelevel text, the student will identify the main idea/theme.
- 2.53.2 When presented with :gradelevel text, student will provide :number text based details to support the theme or main idea of the text.
- 2.53.3 When presented with :gradelevel text, student will summarize the text using key text based details.

2.54 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will describe key ideas or concepts (i.e., character, setting, event, procedures, ideas) by drawing on and identifying specific details (i.e., character's thoughts, words or actions; what happened and why).

- 2.54.1 When presented with :gradelevel text, the student will provide :number text based details (e.g., character's thoughts, words, actions) to describe a character.
- 2.54.2 When presented with :gradelevel text, the student will provide :number text based details (e.g., character's thoughts, words, actions) to describe a setting.
- 2.54.3 When presented with :gradelevel text, the student will provide :number text based details (e.g., character's thoughts, words, actions) to describe an event.
- 2.54.4 When presented with :gradelevel historical, scientific, or technical text, the student will provide :number text based details to explain events, procedures, ideas, or concepts, including what happened and why.

Grade 5

2.55 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will quote accurately from the text when explaining, both explicitly and inferentially, what the text says.

- 2.55.1 When presented with :gradelevel text, the student will use :number text based details and/or quotes when explaining what the text says when answering who, what, where, when, or why questions.
- 2.55.2 When presented with :gradelevel text, the student will make an inference by combining text based details and background knowledge related to the text.
- 2.55.3 When presented with :gradelevel text, the student will use :number text based details and/or quotes when explaining inferentially what the text says.

2.56 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will determine the main idea or theme of the text, explain how they are supported by key details, and summarize the text.

- 2.56.1 When presented with :gradelevel text, the student will identify two or more main ideas of the text.
- 2.56.2 When presented with :gradelevel text, the student will summarize the text, including :number text based details in the summary.
- 2.56.3 When presented with :gradelevel narrative or drama, the student will identify the theme, including

how the characters respond to challenges.

- 2.56.4 When presented with :gradelevel poetry, the student will identify the theme, including how the speaker in the poem reflects upon the topic.

2.57 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will cite specific details from the text when comparing and contrasting two or more text elements (i.e., setting, characters, relationships between events or ideas).

- 2.57.1 After reading :gradelevel text, the student will provide :number text based details to describe a character, setting or event .
- 2.57.2 When presented with :gradelevel story or drama, the student will compare and contrast two or more characters, settings, or events, drawing on specific details in the text (e.g., how characters interact).
- 2.57.3 After reading a historical, scientific, or technical text, the student will provide :number text based details to explain the relationship or interaction between two or more individuals, events, ideas, or concepts.

Grade 6

2.58 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will provide explicit text based evidence to support inferences and analysis of the text.

- 2.58.1 When presented with a teacher stated inference made from the text, the student will provide :number text based details to support the inference.
- 2.58.2 When presented with text, the student will draw an inference from the text and provide :number text based details in support.
- 2.58.3 When presented with text, the student will identify a variety of story elements (e.g., characters, actions, motives).
- 2.58.4 When presented with text, the student will make an analysis of the text by determining the relationship between parts (e.g., characters, actions, or motives) and provide :number text based details in support.

2.59 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will determine the theme or central idea of the text, explain how it is supported by key details, and summarize the text distinct from personal opinions or judgments.

- 2.59.1 When presented with a teacher-selected text, the student will identify the theme or central idea from a teacher provided list and provide text based details in support.
- 2.59.2 When presented with a teacher selected text, the student will determine the theme or central idea of the text and provide text based details in support.
- 2.59.3 When requested, the student will distinguish between personal opinions/judgments about the text and a conclusion that can be supported by text based evidence.
- 2.59.4 After reading :gradelevel text, student will use important text based details to summarize the text distinct from personal opinions or judgments.

2.60 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will analyze and describe in detail how a plot unfolds in a series of episodes as well as how characters/individuals, events, and ideas are introduced and change as the text progresses (e.g., through examples or anecdotes).

- 2.60.1 When presented with :gradelevel text, the student will provide important text based details to describe the plot.
- 2.60.2 When presented with :gradelevel text, the student will describe, using :number text based details, how the plot unfolds in a series of episodes.
- 2.60.3 When presented with :gradelevel text, the student will identify how a character/individual changes or responds from the beginning to the end.
- 2.60.4 When presented with :gradelevel text, the student will provide text based details (e.g., examples, anecdotes) to explain how a key individual, event, or idea is introduced, illustrated, and elaborated upon in the text.

Grade 7

2.61 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- 2.61.1 When presented with a teacher-stated inference made from the text, the student will cite :number text based details to support the inference.

- 2.61.2 When presented with text, the student will draw an inference from the text and cite :number text based details in support.
- 2.61.3 When presented with text, the student will identify a variety of story elements (e.g., characters, actions, motives).
- 2.61.4 When presented with text, the student will make an analysis of the text by determining the relationship between parts (e.g., characters, actions, or motives) and cite :number text based details as support.
- 2.61.5 When presented with text, the student will cite :number text based details to support the analysis of what the text says explicitly as well as inferences drawn from the text.
- 2.62 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will determine the theme or central ideas of the text, analyze their development over the course of the text, and provide an objective summary of the text.**
 - 2.62.1 After reading :gradelevel teacher-selected text, the student will identify the theme or central idea from a teacher provided list and provide text based details in support.
 - 2.62.2 After reading :gradelevel teacher-selected text, the student will determine the theme or central idea of the text and provide text based details in support.
 - 2.62.3 After reading :gradelevel text, the student will identify two or more central ideas from the text.
 - 2.62.4 After reading :gradelevel text, the student will analyze the development of :number central ideas presented in the text over the course of the text.
 - 2.62.5 When presented with :gradelevel text, the student will distinguish between personal opinions/judgments about the text and a conclusion that is supported by text based evidence.
 - 2.62.6 After reading :gradelevel text, the student will use important text based details to objectively summarize the text.
 - 2.62.7 After reading :gradelevel text, the student will determine multiple central ideas, analyze their development through the course of the text, and provide relevant text based details to objectively summarize the text.
- 2.63 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will analyze and describe in detail how story elements, individuals, events, and ideas interact.**
 - 2.63.1 After reading :gradelevel text, the student will identify elements from a story or drama that interact and are influenced by the other (e.g., the setting influences the characters or plot).
 - 2.63.2 After reading :gradelevel text, the student will explain the relationship or interaction between two or more elements of a story or drama (e.g., how setting shapes the characters or plot).

Grade 8

- 2.64 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inference drawn for the text.**
 - 2.64.1 When presented with a teacher-stated inference made from the text, the student will cite :number text based details that most strongly support the inference.
 - 2.64.2 When presented with :gradelevel text, the student will draw an inference from the text and cite the strongest text based details to support the inference.
 - 2.64.3 When presented with :gradelevel text, the student will make an analysis of the text by determining the relationship between parts (e.g., characters, actions, or motives) and cite :number text based details that most strongly support the analysis.
 - 2.64.4 When presented with :gradelevel text, the student will cite :number text based details that most strongly support the analysis of what the text says explicitly as well as inferences drawn from the text.
- 2.65 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will determine a theme or central idea of the text, analyze its development over the course of the text including its relationship to the characters, setting, and plot, or supporting ideas and provide an objective summary of the text.**
 - 2.65.1 After reading :gradelevel teacher-selected literary text, the student will identify the theme or central idea from a teacher provided list and provide :number text based details, including its relationship to the characters, setting and plot, in support.
 - 2.65.2 After reading :gradelevel teacher-selected literary text, the student will determine the theme or central idea of the text and provide :number text based details, including its relationship to the characters, setting and plot, in support.
 - 2.65.3 After reading :gradelevel literary text, the student will determine the theme or central idea and analyze

its development over the course of the text, including its relationship to the characters, setting, and plot.

- 2.65.4 After reading :gradelevel literary text, the student will provide an objective summary, including the theme or central idea and an analysis of its development over the course of the text inclusive of its relationship to the characters, setting, and plot.
- 2.65.5 After reading :gradelevel teacher-selected informational text, the student will identify the central idea from a teacher provided list and provide :number text based supporting ideas.
- 2.65.6 After reading :gradelevel teacher selected informational text, the student will determine the central idea of the text and provide :number text based supporting ideas.
- 2.65.7 After reading :gradelevel informational text the student will determine the central idea and analyze its development over the course of the text, including its relationship to supporting ideas.
- 2.65.8 After reading :gradelevel informational text, the student will provide an objective summary, including the central idea and an analysis of its development over the course of the text inclusive of its relationship to supporting ideas.

2.66 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will analyze how dialogue and incidents propel the action, reveal aspects of a character, or provoke a decision and how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

- 2.66.1 After reading :gradelevel literary text, the student will tell how teacher-selected lines of dialogue or incidents in a story or drama propel the action.
- 2.66.2 After reading :gradelevel literary text, the student will tell how teacher-selected lines of dialogue or incidents in a story or drama reveal aspects of a character.
- 2.66.3 After reading :gradelevel literary text, the student will tell how teacher-selected lines of dialogue or incidents in a story or drama provoke a decision.
- 2.66.4 After reading :gradelevel literary text, the student will determine how self-selected lines of dialogue or incidents in a story or drama propel the action.
- 2.66.5 After reading :gradelevel literary text, the student will determine how self-selected lines of dialogue or incidents in a story or drama provoke a decision.
- 2.66.6 After reading :gradelevel literary text, the student will determine how self-selected lines of dialogue or incidents in a story or drama reveal aspects of a character.
- 2.66.7 After reading :gradelevel informational text, the student will compare and make analogies between teacher-selected individuals, ideas, or events.
- 2.66.8 After reading :gradelevel informational text, the student will compare and make analogies between self-selected individuals, ideas, or events.
- 2.66.9 After reading :gradelevel informational text, the student will analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Grade 9-10

2.67 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will cite strong and thorough textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- 2.67.1 When presented with a teacher-stated inference made from the text, the student will cite :number strong text based details to support the inference.
- 2.67.2 When presented with :gradelevel text, the student will draw an inference from the text and cite strong text based details to support the inference.
- 2.67.3 When presented with :gradelevel text, the student will make an analysis of the text by determining the relationship between parts (e.g., characters, actions, or motives) and cite :number strong text based details that support the analysis.
- 2.67.4 When presented with :gradelevel text, the student will cite :number strong text based details that support the analysis of what the text says explicitly as well as inferences drawn from the text.
- 2.67.5 When presented with :gradelevel informational text, the student will develop factual questions for further exploration of the topic.
- 2.67.6 When presented with :gradelevel informational text, the student will develop interpretive questions for further exploration of the topic.
- 2.67.7 When presented with :gradelevel informational text, the student will develop evaluative questions for further exploration of the topic.

2.68 When presented with narrative and/or informational text from the student's content area

subjects on the :grade level, the student will determine a theme or central idea of the text, analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

- 2.68.1 After reading :gradelevel teacher-selected literary text, the student will determine the theme or central idea of the text and identify :number text based details from a teacher-provided list that show its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- 2.68.2 After reading :gradelevel teacher-selected literary text, the student will determine the theme or central idea of the text and provide :number text based details that show its development over the course of the text including how it emerges and is shaped and refined by specific details.
- 2.68.3 After reading :gradelevel teacher-selected informational text, the student will determine the theme or central idea of the text and identify :number text based details from a teacher-provided list that show its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- 2.68.4 After reading :gradelevel teacher-selected informational text, the student will determine the theme or central idea of the text and provide :number text based details that show its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- 2.68.5 After reading :gradelevel teacher-selected literary text, the student will provide an objective summary of the text.

2.69 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will analyze how complex characters or a series of ideas/events are developed over the course of the text, including how they interact or the connections that are drawn between them.

- 2.69.1 After reading :gradelevel literary text, the student will identify a character's motivation.
- 2.69.2 After reading :gradelevel literary text, the student will identify multiple or conflicting motivations of complex characters.
- 2.69.3 After reading :gradelevel literary text, the student will identify how interactions between two or more characters advance the plot or develop the theme.
- 2.69.4 After reading :gradelevel literary text, the student will analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- 2.69.5 After reading :gradelevel informational text, the student will determine the order of a series of ideas or events and explain how they are introduced and developed.
- 2.69.6 After reading :gradelevel informational text, the student will identify connections made between a series of teacher-selected ideas or events.
- 2.69.7 After reading :gradelevel informational text, the student will identify connections made between a series of student-selected ideas or events.
- 2.69.8 After reading :gradelevel informational text the student will analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Grade 11-12

2.70 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will cite strong and thorough textual evidence as well as inferences drawn for the text, including determining where the text leaves matters uncertain, and develop factual, interpretive, and evaluative questions for further exploration of a topic.

- 2.70.1 When presented with a teacher-stated inference made from the text, the student will cite :number strong text based details to support the inference.
- 2.70.2 When presented with :gradelevel text, the student will draw an inference from the text and cite strong text based details to support the inference.
- 2.70.3 When presented with :gradelevel text, the student will cite :number strong text based details that support the analysis of what the text says explicitly as well as inferences drawn from the text.
- 2.70.4 When presented with :gradelevel text, the student will determine where the text is explicit and where it leaves matters uncertain.
- 2.70.5 When presented with :gradelevel informational text, the student will develop factual questions for further exploration of the topic.
- 2.70.6 When presented with :gradelevel informational text, the student will develop interpretive questions for further exploration of the topic.
- 2.70.7 When presented with :gradelevel informational text, the student will develop evaluative questions for

further exploration of the topic.

2.71 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will determine two or more central ideas of a text, analyze their development over the course of the text, including how they interact and build on one another to provide complex analysis, and provide an objective summary of the text.

- 2.71.1 After reading :gradelevel teacher-selected literary text, the student will determine the theme or central idea of the text and identify :number text based details from a teacher-provided list that show its development over the course of the text.
- 2.71.2 After reading :gradelevel teacher-selected literary text, the student will determine the theme or central idea of the text and provide :number text based details that show its development over the course of the text.
- 2.71.3 After reading :gradelevel teacher-selected literary text, the student will determine two or more themes or central ideas of a text.
- 2.71.4 After reading :gradelevel teacher-selected literary text, the student will determine two or more themes or central ideas and provide :number text based details that show how they interact and build on one another.
- 2.71.5 After reading :gradelevel teacher-selected informational text, the student will determine the theme or central idea of the text and identify :number text based details from a teacher-provided list that show its development over the course of the text.
- 2.71.6 After reading :gradelevel teacher-selected informational text, the student will determine the theme or central idea of the text and provide :number text based details that show its development over the course of the text.
- 2.71.7 After reading :gradelevel teacher-selected informational text, the student will determine two or more themes or central ideas of a text.
- 2.71.8 After reading :gradelevel teacher-selected informational text, the student will determine two or more themes or central ideas and provide :number text based details that show how they interact and build on one another.
- 2.71.9 After reading :gradelevel teacher-selected literary text, the student will provide an objective summary of the text.

2.72 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will analyze the impact of the author's choices regarding how to develop and relate elements of the text (e.g., complete set of ideas, sequence of events, where a story is set, how the action is ordered, how the characters are introduced and developed) and explain how the elements interact and develop over the course of the text.

- 2.72.1 After reading :gradelevel literary text, the student will identify where the story is set.
- 2.72.2 After reading :gradelevel literary text, the student will identify how the action is ordered.
- 2.72.3 After reading :gradelevel literary text, the student will identify how the characters are introduced and developed.
- 2.72.4 After reading :gradelevel literary text, the student will identify the elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) and analyze the impact of the author's choices regarding the development and relationship of these elements.
- 2.72.5 After reading :gradelevel informational text, the student will determine the order of a series of events and explain how they are introduced and developed.
- 2.72.6 After reading :gradelevel informational text, the student will identify connections made between a series of teacher-selected ideas or events.
- 2.72.7 After reading :gradelevel informational text, the student will identify connections made between a series of student-selected ideas or events.
- 2.72.8 After reading :gradelevel informational text the student will analyze a complete set of ideas or sequence of events and explain how specific individual ideas, or events interact and develop over the course of the text.

READING COMPREHENSION - CRAFT AND STRUCTURE

Kindergarten

2.73 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will ask and answer questions about unknown words with prompting.

- 2.73.1 After being presented with :gradelevel text, the student will identify unfamiliar words with prompting.
- 2.73.2 After being presented with :gradelevel text, the student will identify and ask questions about unfamiliar words with prompting.
- 2.73.3 After being presented with :gradelevel text, the student will identify and answer questions about unfamiliar words with prompting.
- 2.74 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will identify text features(front cover, back cover, and title page) and recognize common types of texts (e.g., storybooks, poems).**
 - 2.74.1 The student will hold the book right side up.
 - 2.74.2 The student will identify the front cover.
 - 2.74.3 The student will identify the back cover.
 - 2.74.4 The student will identify the title page.
 - 2.74.5 The student will identify the words within the book.
 - 2.74.6 The student will identify the pictures/illustrations.
 - 2.74.7 The student will identify the top and bottom of the page/picture.
 - 2.74.8 The student will identify texts that are storybooks.
 - 2.74.9 The student will identify those that are poems.
- 2.75 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will name the author and illustrator of a story and define the role of each with prompting.**
 - 2.75.1 With prompting, the student will define the role of the author.
 - 2.75.2 With prompting, the student will define the role of the illustrator.
 - 2.75.3 After listening to a :gradelevel text, the student will identify the author with prompting.
 - 2.75.4 After listening to a :gradelevel text, the student will identify the illustrator with prompting.
- 2.76 When presented with informational text from the student's content area subjects on the :gradelevel, the student will identify the reasons an author gives to support points in the text with prompting.**
 - 2.76.1 After being presented with text, the student will tell reasons that support a specific point in a text with prompting.
 - 2.76.2 After being presented with text, the student will identify author reasons from a teacher generated list that support a specific author point made in the text with prompting.
 - 2.76.3 After being presented with text, the student will identify :number reasons that support a point the author makes in a text with prompting.
- 2.77 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) or between adventures and experiences of characters in familiar stories and will make cultural connections to text and self with prompting.**
 - 2.77.1 When presented two :gradelevel texts on the same topic, the student will compare and contrast illustrations from the text with prompting.
 - 2.77.2 When presented two :gradelevel texts on the same topic, the student will identify important points and key details related to the topic with prompting .
 - 2.77.3 When presented two :gradelevel texts on the same topic, the student will compare and contrast descriptions from the texts with prompting.
 - 2.77.4 When presented two :gradelevel texts on the same topic, the student will compare and contrast procedures from the text with prompting.
 - 2.77.5 When presented two :gradelevel texts on the same topic, the student will compare and contrast the important points and key details with prompting.
 - 2.77.6 When presented with :gradelevel text, the student will tell the sequence of events (beginning, middle, end) of a character's adventure or experience with prompting.
 - 2.77.7 When presented a familiar :gradelevel text, the student will compare/contrast the adventures and experiences of two or more characters with prompting.
 - 2.77.8 When presented a :gradelevel text, the student will make personal connections to the text with prompting.
 - 2.77.9 When presented a :gradelevel text, the student will make cultural connections to text and self with prompting.
- 2.78 When presented with narrative and/or informational text from the student's content area**

subjects on the :gradelevel, the student will participate n group reading activities with purpose and understanding.

- 2.78.1 With prompting ,the student will point to pictures/illustrations when called on that answer questions about key details in a text.
- 2.78.2 After looking at the illustrations during a group reading activity, the student, when called on, will ask who, what, where, when, why, and how questions with prompting.
- 2.78.3 After looking at the illustrations during a group reading activity, the student, when called on, will answer who, what, where, when, why, and how questions about the illustrations with prompting.
- 2.78.4 When presented with :gradelevel text, the student, when requested, will actively engage in the group reading activity by asking who, what, where, when, why, and how questions about key ideas with prompting.
- 2.78.5 When presented with :gradelevel text, the student, when requested, will actively engage in the group reading activity by answering who, what where, when, why, and how questions about key ideas with prompting.

2.79 When presented with narrative text on the :gradelevel, the student will identify connections between self, text and the world around them, with prompting.

- 2.79.1 When presented with :gradelevel text, , the student will identify :number connections between self and text with prompting.
- 2.79.2 When presented with :gradelevel text, the student will identify :number connections between a given narrative and the world around them with prompting.
- 2.79.3 When presented with :gradelevel text, ,the student will identify :number connections between self and the world around them with prompting.
- 2.79.4 When presented with :gradelevel text, the student will identify :number connections between self, text and the world around them with prompting.

Grade 1

2.80 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will identify words and phrases that suggest feeling or appeal to the senses, as well as ask and answer questions to determine/clarify the meaning of words and phrases.

- 2.80.1 Given a teacher generated list of words, the student will identify words that suggest feeling or appeal to one of the senses.
- 2.80.2 After being presented with a :gradelevel text, the student will find teacher selected words and phrases in the text that suggest feeling or appeal to the senses.
- 2.80.3 After being presented with a :gradelevel text, the student will identify words and phrases from the text that suggest feeling or appeal to the senses.
- 2.80.4 After being presented with :gradelevel text, the student will identify unfamiliar words.
- 2.80.5 After being presented with :gradelevel text, the student will identify unfamiliar words and ask and answer questions to help determine or clarify their meaning.

2.81 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will explain major differences between texts that tell stories and those that give information and identify and use various text features to locate information.

- 2.81.1 Given a selection of :gradelevel narrative and informational texts, the student will identify texts that give information and texts that tell stories.
- 2.81.2 When prompted, the student will tell the differences between books that tell stories and books that give information.
- 2.81.3 When presented with :gradelevel text, the student will identify where various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) are located.
- 2.81.4 When presented :gradelevel text, the student will identify :number of text features that may be used to locate facts or information in the text.
- 2.81.5 When presented with :gradelevel text, the student will use :number of text features to locate facts or information in the text.
- 2.81.6 When presented with :gradelevel text, the student will know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

2.82 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will distinguish between information provided by

pictures/illustrations and information provided by the words and identify who is telling the story at various points in the text.

- 2.82.1 After listening to a :gradelevel text, the student will identify who is telling the story.
- 2.82.2 When presented with :gradelevel text, the student will identify by pointing the pictures/illustrations and words/text.
- 2.82.3 When presented with a picture/ illustration from a :gradelevel text, the student will tell information that is gleaned from it pictures or illustrations.
- 2.82.4 When presented with a picture/illustration from a :gradelevel text, the student will tell information that is gleaned from the words in the text.
- 2.82.5 When presented with a picture/ illustration from a :gradelevel text, the student will distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Grade 2

2.83 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area and describe how words and phrases supply rhythm and meaning in a story, poem, or song.

- 2.83.1 When presented with :gradelevel text (e.g., story, poem, song), the student will identify rhythmic patterns in the text including regular beats, alliteration, rhymes and repeated lines.
- 2.83.2 When presented with :gradelevel text (e.g., story, poem, or song) the student will retell the meaning.
- 2.83.3 When presented with :gradelevel text (e.g., story, poem, or song) the student will describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning.
- 2.83.4 When presented with :gradelevel text, the student will determine the meaning of teacher-selected words and phrases.
- 2.83.5 When presented with :gradelevel text, the student will determine the meaning of words and phrases in the text relevant to a :grade topic or subject area.

2.84 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will know and use various text features to locate key facts/information and describe the overall structure of a story including how the beginning introduces the story and the ending concludes the action.

- 2.84.1 When presented with :gradelevel text, the student will identify the introduction and conclusion of the action.
- 2.84.2 When presented :gradelevel text, the student will describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
- 2.84.3 When presented with :gradelevel text, the student will identify and explain the purpose of a variety of text features including captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons.
- 2.84.4 When presented with :gradelevel text, the student will locate key facts or information in the text with less than :number errors.
- 2.84.5 When presented with :gradelevel text, the student will identify and efficiently use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

2.85 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will identify the main purpose of a text and acknowledge differences in the points of view of characters in a story.

- 2.85.1 When presented with :gradelevel text, the student will identify different points of view of two or more characters in the text.
- 2.85.2 When presented with :gradelevel text, the student will read the dialogue aloud using a different voice for different characters.
- 2.85.3 When presented with :gradelevel text, the student will identify differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- 2.85.4 When presented with :gradelevel text, the student will identify the main purpose of the text that includes what the author wants to answer, explain or describe.

Grade 3

2.86 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the :student will determine the meaning of words and phrases (including general academic and domain specific) and distinguish between literal and non-literal

language.

- 2.86.1 When presented with a teacher generated list of literal phrases on the :gradelevel, the student will state the meaning of the phrases.
 - 2.86.2 When presented with a teacher generated list of non-literal phrases (e.g. , idiom, simile, metaphor, hyperbole) on the :gradelevel, the student will state the meaning of the phrases.
 - 2.86.3 When presented with a teacher generated list of mixed phrases on the :gradelevel, the student will sort the phrases that are literal from those that are non-literal and state the meaning of each.
 - 2.86.4 When presented with :gradelevel text, the student will differentiate between :number teacher-selected literal and non-literal phrases and state the meaning of each.
 - 2.86.5 When presented with :gradelevel text, the student will use context clues and make inferences to determine the meaning of :number of teacher-selected general academic and domain-specific words and phrases.
- 2.87 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will describe how each part of the text builds on earlier sections, use text features and search tools to locate key information, and refer to parts of stories/dramas/poems using terms such as chapter, scene, and stanza when writing and speaking about the text.**
- 2.87.1 When presented with :gradelevel text, the student will identify chapters, scenes, and stanzas.
 - 2.87.2 When presented with :gradelevel text, the student will describe how parts of the text builds on earlier sections using terms such as chapter, scene, and stanza.
 - 2.87.3 When presented with :gradelevel text, the student will identify :number of text features and search tools (e.g., key words, sidebars, hyperlinks) and explain their value relevant to locating key information in a text efficiently.
 - 2.87.4 When presented with :gradelevel test, the student will use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.
- 2.88 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the :student will distinguish their own point of view from that of the narrator, author or characters of the text.**
- 2.88.1 When presented with :gradelevel text, the student will identify the point of view the author uses within the text.
 - 2.88.2 When presented with :gradelevel text, the student will identify the point of view of the narrator within the text.
 - 2.88.3 When presented with :gradelevel text, the student will identify the point of view of the main characters within the text.
 - 2.88.4 When presented with :gradelevel text, the student will distinguish their own point of view from that of the author, narrator, or those of the characters.

Grade 4

- 2.89 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will demonstrate an understanding of how the author's choice of vocabulary and text structure contribute to the overall meaning the author is trying to convey.**
- 2.89.1 When presented with :number grade text, the student will identify and tell the meaning of homonyms, synonyms, and antonyms within the text.
 - 2.89.2 When presented with :gradelevel text, the student will use relevant context clues to determine the meaning of teacher-selected words and phrases as they are used in text.
 - 2.89.3 When presented with :gradelevel text, the student will make inferences to determine the meaning of teacher-selected words and phrases as they are used in text.
 - 2.89.4 When presented with :gradelevel text, the student will use the dictionary to determine the meaning of teacher-selected Tier 2 high frequency/multiple meaning vocabulary and Tier 3 low frequency/content specific vocabulary as they are used in the text.
- 2.90 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will use structural elements (e.g., poems: verse, rhythm, meter; drama: casts of characters settings, dialogue, stage directions; informational text: chronology, comparison, cause/effect, problem/solution) to describe/explain text differences, events, ideas/concepts, or information.**
- 2.90.1 When presented with :grade level text, the student will identify :number of structural elements in the text (e.g., poetry – verse, rhythm, meter; drama – cast of characters, setting, dialogue, stage

- directions).
- 2.90.2 When presented with different types of text on the :gradelevel, the student will explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
 - 2.90.3 When presented with informational text on the :gradelevel, the student will identify a variety of text structures (e.g., chronology, comparison, cause/effect, problem/solution, description) in a teacher-selected text.
 - 2.90.4 When presented with informational text on the :gradelevel, the student will describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution, description) of events, ideas, concepts, or information.
- 2.91 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will compare and contrast selected elements (i.e., point of view, first and third person narration, firsthand and secondhand accounts, differences in focus) of the text.**
- 2.91.1 When prompted, the student will define terms including first person narration, third person narration, firsthand account, and second hand account.
 - 2.91.2 When presented with :gradelevel text, the student will determine the point of view of the author in a narrative text.
 - 2.91.3 When presented with :gradelevel text, the student will compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.
 - 2.91.4 When presented with :gradelevel text, the student will determine whether an account of an event or topic is a firsthand or secondhand account.
 - 2.91.5 When presented text, the student will compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Grade 5

- 2.92 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will determine the meaning of words and phrases, including general academic/domain-specific words and figurative language.**
- 2.92.1 When prompted, the student will define a variety of figurative language terms (e.g., simile and metaphor).
 - 2.92.2 When presented with a teacher provided list of figurative words and phrases (e.g., similes and metaphors), the student will tell the meaning of each.
 - 2.92.3 When presented with :grade level text, the student will use relevant context clues to determine the meaning of teacher-selected words and phrases (e.g., general academic, domain-specific, and figurative language) as they are used in text.
 - 2.92.4 When presented with :gradelevel text, the student will make inferences to determine the meaning of teacher-selected words and phrases (e.g., general academic, domain-specific, and figurative language) as they are used in text.
- 2.93 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will explain how selected text elements (i.e., chapters, scenes, stanzas, cause/effect of events or ideas, problem/solution of a concept) fit together to provide the overall structure of the text.**
- 2.93.1 When provided with a :gradelevel story, the student will identify the structural elements (e.g., chapters).
 - 2.93.2 When provided with a :gradelevel poem, the student will identify the structural elements (e.g., verse, rhythm, meter, stanza).
 - 2.93.3 When provided with a :gradelevel drama, the student will identify the structural elements (e.g., scenes, cast of characters, setting, dialogue, stage directions).
 - 2.93.4 When presented text, the student will explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.
 - 2.93.5 When presented with :gradelevel informational text, the student will identify and describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information.
 - 2.93.6 When presented with two or more :gradelevel informational texts, the student will compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information.
- 2.94 When presented with narrative and/or informational text from the student's content area**

subjects on the :gradelevel, the student will describe how point of view influences how events are described and will cite important similarities/differences in the points of view found in multiple accounts of the same event/topic.

- 2.94.1 When presented with a summary of an author's background and culture, the student will provide :number of examples of how these affect an author's perspective.
- 2.94.2 When presented with :gradelevel text, the student will describe how a narrator's or speaker's point of view influences how events are described.
- 2.94.3 When presented with multiple accounts of :gradelevel text on the same event/topic, the student will analyze the accounts, citing important similarities and differences in the point of view they represent.

Grade 6

2.95 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will determine the meanings of words and phrases as they are used in the text, including figurative, connotative, and technical meanings, and analyze the impact of a specific word choice on meaning and/or tone.

- 2.95.1 When provided with a teacher-selected list of figurative terms (e.g., simile, metaphor, alliteration, personification), the student will define the terms.
- 2.95.2 When provided with :gradelevel text, the student will identify figurative language words and phrases within the text.
- 2.95.3 When presented with :gradelevel text, the student will identify and tell the meaning of figurative language words and phrases (e.g., similes, metaphor, alliteration, personification) within the text.
- 2.95.4 When prompted, the student will tell the difference between figurative and connotative meaning.
- 2.95.5 When prompted, the student will tell the figurative meaning, connotative, or technical meaning of words or phrases used in :gradelevel text.
- 2.95.6 When prompted, the student will tell how the author's specific choice of words impacts the meaning and/or tone of :gradelevel text.

2.96 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will analyze how a particular sentence, paragraph, chapter, scene, stanza, or section fits into the overall structure of a text and contributes to the development of the theme, setting, plot, or ideas.

- 2.96.1 When presented with :grade level text, the student will identify a variety of text structures (e.g., chronology, comparison, cause/effect, problem/solution, description) in the text.
- 2.96.2 When prompted, the student will tell how a teacher selected portion of a text fits into the overall structure of the text.
- 2.96.3 When prompted, the student will tell how a teacher selected portion of a text contributes to the development of the theme, setting, plot, or idea.
- 2.96.4 When prompted, the student will tell how a self-selected portion of a text contributes to the development of the theme, setting, plot, or idea.

2.97 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will determine the author's point of view/purpose, explain how the author develops the point of view of the narrator/speaker, explain how the point of view/purpose is conveyed in the text, and explain how an author's geographic location or culture affects the author's perspective.

- 2.97.1 When presented with text, the student will determine the author's point of view or purpose.
- 2.97.2 When presented with text, the student will use text based details to explain how the author develops the point of view of the narrator or speaker.
- 2.97.3 When presented with text, the student will use text based details to explain how the author's point of view is developed or conveyed from the beginning to the end of the text.
- 2.97.4 When prompted, the student will identify external factors that influence the author's perspective.
- 2.97.5 When prompted, the student will describe how a narrator's or speaker's geographic location or culture influences the author's perspective.

Grade 7

2.98 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will determine the meanings of words and phrases as they are used in the text, including figurative, connotative, and technical meanings, and analyze the impact of a specific word choice on specific parts of the text, meaning, and tone.

- 2.98.1 When prompted, the student will define a variety of figurative language terms (e.g., simile, metaphor, alliteration, personification, rhyme).

- 2.98.2 When presented with :gradelevel text, the student will identify and tell the meaning of figurative language words and phrases (e.g., similes, metaphor, alliteration, personification) within the text.
- 2.98.3 When presented with :gradelevel text, the student will use relevant context clues to determine word meaning of teacher selected words and phrases as they are used in text.
- 2.98.4 When prompted, the student will tell the difference between figurative and connotative meaning.
- 2.98.5 When presented with :gradelevel text, the student will tell the figurative meaning and the connotative meaning of words or phrases used in text.
- 2.98.6 When presented with :gradelevel text, the student will tell how the author's specific choice of words impacts the meaning and/or tone of the text.
- 2.98.7 When presented with :gradelevel text, the student will analyze the impact of repetitions of sound (e.g., rhymes, alliteration) on a specific verse or stanza from a poem or section of a story or drama.
- 2.99 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will analyze how the text's organizational structure contributes to its meaning, including how the major sections contribute to the whole and to the development of the ideas.**
 - 2.99.1 When presented with two or more :gradelevel texts, the student will identify a variety of literary text forms or structures (e.g., soliloquy, sonnet).
 - 2.99.2 When presented with a drama or poem, the student will analyze how the text's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
 - 2.99.3 When presented with :gradelevel informational text, the student will identify the text structures (e.g., chronology, comparison, cause/effect, problem/solution, description).
 - 2.99.4 When presented with :gradelevel informational text, the student will tell how a self-selected section of the text contributes to the whole and to the development of the ideas.
 - 2.99.5 When presented with :gradelevel informational text, the student will tell how a teacher-selected section of the text contributes to the whole and to the development of the ideas.
- 2.100 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will determine an author's point of view/purpose in the text, analyze how an author develops and contrasts the points of view of different characters/narrators, and analyze how the author distinguishes his/her position from that of others.**
 - 2.100.1 When presented with :gradelevel text, the student will determine the author's point of view or purpose.
 - 2.100.2 When presented with :gradelevel text, the student will use text based details to explain how the author's point of view is developed or conveyed from the beginning to the end of the text.
 - 2.100.3 When presented with :gradelevel text the student will determine the points of view of multiple characters or narrators in the text.
 - 2.100.4 When presented with :gradelevel text, the student will explain how an author who represents diverse world cultures develops and contrasts the points of view of different characters or narrators in the text.
 - 2.100.5 When presented with :gradelevel text the student will analyze and explain how an author distinguishes his or her position from that of others.

Grade 8

- 2.101 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings, and analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**
 - 2.101.1 When prompted, the student will define a variety of figurative language terms (e.g., metaphor, analogy, allusion).
 - 2.101.2 When presented with :gradelevel text, the student will identify and tell the meaning of figurative language words and phrases (e.g., similes, metaphor, alliteration, personification) within the text.
 - 2.101.3 When prompted, the student will tell the difference between figurative and connotative meaning.
 - 2.101.4 When prompted, the student will tell the figurative or connotative meaning of select words or phrases used in :gradelevel text.
 - 2.101.5 When prompted, the student will tell the figurative, connotative, or technical meaning of select words or phrases used in :gradelevel text.
 - 2.101.6 After reading :gradelevel text, the student will explain the meaning and relationship of a teacher-selected analogy or allusion between texts.

2.101.7 After reading :gradelevel text, the student will identify an allusion or make an analogy to another text and explain the meaning and relationship between the texts.

2.102 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will compare and contrast the structure of two or more texts, analyze how the differing structure of these texts contribute to their meaning and style, and analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing/refining a key concept.

2.102.1 When prompted, the student will identify a variety of text structures (e.g., chronology, comparison, cause/effect, problem/solution, main idea/supporting details) in :gradelevel text.

2.102.2 When presented with two or more :gradelevel texts, the student will determine the text structure of each.

2.102.3 When presented with two or more :gradelevel texts, the student will compare/contrast the structure of each.

2.102.4 When presented with two or more :gradelevel texts, the student will compare/contrast the structure of each and analyze how the differing structure of each text contribute to its meaning and style.

2.102.5 When presented with :gradelevel text, the student will tell how a teacher-selected sentence contributes to the development and refinement of a key concept.

2.102.6 When presented with :gradelevel text, the student will tell how a self-selected sentence contributes to the development and refinement of a key concept.

2.102.7 When presented with :gradelevel text, the student will analyze in detail the structure of a specific paragraph in a text, including the role of a particular sentence in developing and refining a key concept.

2.103 When presented with narrative or informational text by authors who represent diverse world cultures on the :grade level, the student will determine the point of view/purpose of the author, characters, and audience/reader as well as analyze how differences in these points of view/purpose create effects such as suspense or humor or analyze how the author acknowledges/responds to conflicting evidence/viewpoints.

2.103.1 When presented with :gradelevel text by an author who represents a diverse world culture, the student will determine the point of view of the author, characters, audience, and reader.

2.103.2 When presented with :gradelevel text by an author who represents a diverse world culture, the student will use text based details to explain how the author, character, or audience's point of view is developed or conveyed from the beginning to the end of the text.

2.103.3 When presented with :gradelevel text by an author who represents a diverse world culture, the student will use text based details to explain how differing points of view from the author, character, audience, or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

2.103.4 When presented with :gradelevel text, the student will determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Grade 9-10

2.104 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings, and analyze the cumulative impact of specific word choices on meaning and tone.

2.104.1 When presented with :gradelevel text, the student will use relevant context clues to determine figurative or connotative meaning of teacher-selected words and phrases as they are used in text.

2.104.2 When presented with :gradelevel text, the student will use relevant context clues to determine figurative or connotative meaning of self-selected words and phrases as they are used in text.

2.104.3 After reading :gradelevel literary text, the student will analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

2.104.4 After reading :gradelevel informational text the student will analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

2.105 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will analyze how the author's choice of text structure, event order, time manipulation, and ideas or claims are developed, refined, and create different effects on the reader.

- 2.105.1 When provided with :gradelevel text, the student will identify a variety of text structures (e.g., chronology, comparison, cause/effect, problem/solution, main idea/supporting details) within the text.
- 2.105.2 When presented with :gradelevel literary text, the student will analyze how the author's choice concerning how to order events (e.g., parallel plots) within the text structure creates such effects as mystery, tension, or surprise.
- 2.105.3 When presented with :gradelevel literary text, the student will analyze how the author's manipulation of time (e.g., pacing, flashbacks) within the text structure creates such effects as mystery, tension, or surprise.
- 2.105.4 When presented with :gradelevel informational text, the student will analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

2.106 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will determine the author's point of view/purpose, analyze how the author uses rhetoric to advance the point of view/purpose, and analyze how point of view or cultural experience is reflected in a work from outside the United States.

- 2.106.1 When presented with :gradeleveltext, the student will determine the point of view or purpose of the author.
- 2.106.2 When presented with :gradelevel text, the student will identify cultural experiences reflected in a work of literature from outside the United States.
- 2.106.3 When presented with :gradeleveltext, the student will analyze a particular point of view in a work of literature from outside the United States, drawing on a wide reading of world literature.
- 2.106.4 When presented with :gradelevel text, the student will analyze a cultural experience in a work of literature from outside the United states, drawing on a wide reading of world literature.
- 2.106.5 When presented with :gradelevel text, the student will determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Grade 11-12

2.107 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze specific word choices on meaning and tone, as well as how an author uses and refines the meaning of key terms over the course of a text.

- 2.107.1 When presented with :gradelevel text, the student will use relevant context clues to determine the figurative meaning of teacher-selected words and phrases as they are used in text.
- 2.107.2 When presented with :gradelevel text, the student will use relevant context clues to determine the connotative meaning of teacher-selected words and phrases as they are used in text.
- 2.107.3 When presented with :gradelevel text, the student will use relevant context clues to determine the technical meaning of teacher-selected words and phrases as they are used in text.
- 2.107.4 When presented with :gradelevel text, student will use relevant context clues to determine the figurative meaning of self-selected words and phrases as they are used in text.
- 2.107.5 When presented with :gradelevel text, student will use relevant context clues to determine the connotative meaning of self-selected words and phrases as they are used in text.
- 2.107.6 When presented with :gradelevel text, student will use relevant context clues to determine the technical meaning of self-selected words and phrases as they are used in text.
- 2.107.7 When presented with :gradelevel text, the student will analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- 2.107.8 When presented with :gradelevel text, the student will provide text based details that show how a teacher-selected key term is used and refined over the course of the text (e.g., how Madison defines faction in Federalist No. 10).

2.108 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will analyze and evaluate the structure an author uses including how the structure contributes to aesthetic impact and makes points clear, convincing and engaging.

- 2.108.1 When provided with :gradelevel text, the student will identify a variety of text structures (e.g., chronology, comparison, cause/effect, problem/solution, main idea/supporting details) within the text.
- 2.108.2 When presented with :gradelevel literary text, the student will analyze how the author's choice concerning how to structure specific parts of the text (e.g., the choice of where to begin or end a story,

- the choice to provide a comedic or tragic resolution) contribute to its overall structure.
- 2.108.3 When presented with :gradelevel literary text, the student will analyze how the author's choice concerning how to structure specific parts of the text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall meaning.
 - 2.108.4 When presented with :gradelevel literary text, the student will analyze how the author's choice concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its aesthetic impact.
 - 2.108.5 When presented with :gradelevel informational text, the student will analyze and evaluate whether the structural parts of the text make points clear.
 - 2.108.6 When presented with :gradelevel informational text, the student will analyze and evaluate whether the structural parts of the text make points convincing.
 - 2.108.7 When presented with :gradelevel informational text the student will analyze and evaluate whether the structural parts of the text make points engaging.
- 2.109 When presented with narrative and/or informational text in which the rhetoric is particularly effective from the student's content area subjects on the :gradelevel, the student will determine the author's point of view or purpose, analyze how style and content contribute to the text, and determine what is directly stated in a text vs. what is really meant**
- 2.109.1 When presented with :gradelevel text, the student will determine the point of view or purpose of the author.
 - 2.109.2 When prompted the student will define various literary terms (e.g., satire, sarcasm, irony, or understatement).
 - 2.109.3 When prompted, the student will identify examples of literary devices (e.g., satire, sarcasm, irony, or understatement) in :gradelevel text.
 - 2.109.4 When presented with :gradelevel text, the student will identify examples of literary devices such as satire, sarcasm, irony, or understatement.
 - 2.109.5 When presented with :gradelevel text, the student will determine what is really meant when presented with literary devices such as satire, sarcasm, irony, or understatement.
 - 2.109.6 When presented with :gradelevel text, the student will determine :number text based details that contribute to the power, persuasiveness, or beauty of the text.
 - 2.109.7 When presented with :gradelevel text, the student will analyze how style and content contribute the power, persuasiveness, or beauty of the text.
 - 2.109.8 When presented with :gradelevel text, the student will determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

READING COMPREHENSION - INTEGRATION OF KNOWLEDGE AND IDEAS

Kindergarten

- 2.110 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will describe the relationship between illustrations and the text in which they appear (e.g., what point in the text the illustration depicts) with prompting.**

- 2.110.1 After being presented with a :gradelevel text, the student will identify an illustration at the teacher's direction with prompting.
- 2.110.2 After being presented with a :gradelevel text, the student will identify an illustration that depicts a teacher- selected moment, person, place, thing, or idea in the text with prompting.
- 2.110.3 After being presented with a :gradelevel text, the student will identify an illustration that depicts a self-selected moment, person, place, thing or idea in the text with prompting.

Grade 1

- 2.111 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will use illustrations and details in the text to describe characters, setting, events, or key ideas.**

- 2.111.1 After being presented with a :gradelevel text, the student will identify the characters in the text.
- 2.111.2 After being presented with a :gradelevel text, the student will identify the setting in the text.
- 2.111.3 After being presented with a :gradelevel text, the student will identify the major events in the text from a teacher generated list.
- 2.111.4 After being presented with a :gradelevel text, the student will describe the key details in the text from a teacher generated list.

- 2.111.5 After being presented with a :gradelevel text, the student will describe the characters in the text in his/her own words.
- 2.111.6 After being presented with a :gradelevel text, the student will describe the setting in the text in his/her own words.
- 2.111.7 After being presented with a :gradelevel text , the student will describe the major events in the text in his/her own words.
- 2.111.8 After being presented with a :gradelevel text, the student will describe the key ideas in the text in his/her own words.
- 2.111.9 After being presented with a :gradelevel text, the student will describe the characters using text illustrations and details.
- 2.111.10 After being presented with a :gradelevel text, the student will describe the setting using text illustrations and details.
- 2.111.11 After being presented with a :gradelevel text, the student will describe the major events using text illustrations and details.
- 2.111.12 After being presented with a :gradelevel story, the student will describe the key ideas using text illustrations and details.

2.112 When presented with informational text from the student's content are subjects on the :gradelevel, the student will identify the reasons an author gives to support points in a text.

- 2.112.1 When presented with :gradelevel text, the student will tell reasons to support a specific point in a text.
- 2.112.2 When presented with :gradelevel text, the student will identify author reasons that support a specific author point made in the text from a teacher generated list.
- 2.112.3 When presented with :gradelevel text, the student will identify :number reasons that support a point the author makes in a text.

2.113 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) or between adventures and experiences of characters and with prompting make cultural connections to text and self.

- 2.113.1 When presented two :gradelevel texts on the same topic, the student will compare and contrast illustrations from the text.
- 2.113.2 When presented two :gradelevel texts on the same topic, the student will compare and contrast descriptions from the texts.
- 2.113.3 When presented two :gradelevel texts on the same topic, the student will compare and contrast procedures from the texts.
- 2.113.4 When presented two :gradelevel texts on the same topic, the student will be able to identify important points and key details related to the topic.
- 2.113.5 When presented two :gradelevel texts on the same topic the student will be able to compare and contrast the important points and key details.
- 2.113.6 When presented a :gradelevel text, the student will tell the sequence of events (beginning, middle, end)of a character's adventure or experience.
- 2.113.7 When presented a :gradelevel text, the student will compare/contrast the adventures and experiences of two or more characters in a story.
- 2.113.8 When presented a :gradelevel text, the student will make personal connections to the text.
- 2.113.9 When presented a :gradelevel text, the student will make cultural connections to text and self with prompting.
- 2.113.10 When presented :gradelevel text, the student will compare and contrast adventurers/experiences of two or more characters and make cultural connections to text and self with prompting.

2.114 When presented with prose, poetry and/or informational text written on the first grade level, the student will read the text with prompting.

- 2.114.1 When presented with :gradelevel text, the student will read prose with minimal prompting.
- 2.114.2 When presented with :gradelevel text, the student will read prose with moderate prompting.
- 2.114.3 When presented with :gradelevel text, the student will read poetry with minimal prompting.
- 2.114.4 When presented with :gradelevel text, the student will read poetry with moderate prompting.
- 2.114.5 When presented with :gradelevel text, the student will read the informational text with minimal prompting.
- 2.114.6 When presented with :gradelevel text, the student will read the informational text with moderate prompting.

2.115 When presented with narrative text on the :gradelevel, the student will identify connections

between self, text and the world around them, with prompting.

- 2.115.1 When presented with :gradelevel narrative text, the student will identify :number connections between self and text with prompting.
- 2.115.2 When presented with :gradelevel narrative text, the student will identify :number connections between the text and the world around them.
- 2.115.3 When presented with :gradelevel narrative text, the student will identify :number connections between self and the world around them.
- 2.115.4 When presented with :gradelevel narrative text, the student will identify :number connections between self, text and the world around them.

Grade 2**2.116 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will use information from the text to demonstrate understanding of its characters/setting/plot and explain how text features contribute to the meaning of the text.**

- 2.116.1 When presented with :gradelevel text, the student will identify illustrations that match teacher selected words, sentences, or phrases pertaining to characters, setting or plot.
- 2.116.2 When presented with print or digital :gradelevel text, the student will explain the information gained from the illustrations and words to demonstrate understanding of the text's characters, setting, or plot.
- 2.116.3 When presented an image (e.g., diagram showing how a machine works), the student will explain his/her understanding of the image.
- 2.116.4 When presented with :gradelevel text, the student will explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

2.117 When presented with informational text from the student's content area subjects on the :gradelevel, the student will describe how reasons support specific points the author makes in a text.

- 2.117.1 When presented with :gradelevel text, the student will state :number reasons that support a point the author makes in a text.
- 2.117.2 When presented with :gradelevel text, the student will identify the specific words the author uses to support a point made in the text.
- 2.117.3 When presented with :gradelevel text, the student will identify :number reasons why an author would use selected words from the text to convey support for a specific point the author makes.

2.118 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will compare and contrast the most important points and key ideas (i.e.-theme, setting, plot, key details) of two similar texts.

- 2.118.1 When presented with two :gradelevel texts on the same topic, the student will identify important points and key details related to the topic.
- 2.118.2 When presented with two :gradelevel texts on the same topic, the student will compare and contrast the important points and key details.
- 2.118.3 When presented two or more :gradelevel versions of the same story (e.g., different authors or cultures), the student will compare and contrast similar characters.
- 2.118.4 When presented two or more :gradelevel versions of the same story (e.g., different authors or cultures), the student will compare and contrast the setting.
- 2.118.5 When presented two or more :gradelevel versions of the same story (e.g., different authors or cultures), the student will compare and contrast the plot.
- 2.118.6 When presented with :gradelevel informational text, the student will identify the most important points.
- 2.118.7 When presented two or more :gradelevel informational texts on the same topic, the student will compare and contrast the most important points.

2.119 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will read and comprehend the text, including prose, poetry, drama, and content area subject text.

- 2.119.1 When presented with :gradelevel text, the student will read and comprehend prose that at the independent level.
- 2.119.2 When presented with :gradelevel text, the student will read and comprehend poetry at the independent level.
- 2.119.3 When presented with :gradelevel text, the student will read and comprehend history/social studies, science, and technical text at the independent level.

2.120 When presented with narrative text on the :gradelevel, the student will identify connections between self, text and the world around them, with prompting and support.

- 2.120.1 When presented with :gradelevel narrative text, the student will identify :number connections between self and text.
- 2.120.2 When presented with :gradelevel narrative text, the student will identify :number connections between the text and the world around them.
- 2.120.3 When presented with :gradelevel narrative text, the student will identify :number connections between self and the world around them.
- 2.120.4 When presented with :gradelevel narrative text, the student will identify :number connections between self, text and the world around them.

Grade 3

2.121 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will use information from illustrations and words in the text to demonstrate an understanding of the text and explain how illustrations contribute to that understanding, (e.g., create mood, emphasize aspects of character or setting).

- 2.121.1 When presented with :gradelevel text, the student will answer where key events occurred from information gained from the illustrations (e.g., maps, photographs) and words in the text.
- 2.121.2 When presented with :gradelevel text, the student will answer when key events occurred from information gained from the illustrations (e.g., maps, photographs) and words in the text.
- 2.121.3 When presented with :gradelevel text, the student will answer why key events occurred from information gained from the illustrations (e.g., maps, photographs) and words in the text.
- 2.121.4 When presented with :gradelevel text, the student will answer how key events occurred from information gained from the illustrations (e.g., maps, photographs) and words in the text.
- 2.121.5 When presented with :gradelevel text, the student will explain how the illustrations contribute to the understanding of the text (e.g., create mood, emphasize aspects of character or setting).

2.122 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will use information from illustrations and words in the text to demonstrate an understanding of the text and explain how illustrations contribute to that understanding, (e.g., create mood, emphasize aspects of character or setting).

- 2.122.1 When presented with :gradelevel text, the student will use comparison to describe the connection between teacher-selected sentences or paragraphs.
- 2.122.2 When presented with :gradelevel text, the student will use cause/effect to describe the connection between teacher-selected sentences or paragraphs.
- 2.122.3 When presented with :gradelevel text, the student will use order/sequence to describe the connection between teacher-selected sentences or paragraphs.
- 2.122.4 When presented with :gradelevel text, the student will use comparison, cause/effect, and order/sequence to describe the connection between teacher-selected sentences or paragraphs.

2.123 When presented with narrative texts about same/similar characters or two informational texts on the same topic from the student's content area subjects on the :gradelevel, the student will compare and contrast the most important points and key details about the characters (i.e., theme, setting, plot) or topic.

- 2.123.1 When presented two :gradelevel texts on the same topic, the student will identify important points and key details related to the topic.
- 2.123.2 When presented two :gradelevel texts on the same topic the student will compare and contrast the important points and key details.
- 2.123.3 When presented two :gradelevel texts with same or similar characters by the same author, the student will compare and contrast the theme.
- 2.123.4 When presented two :gradelevel texts with same or similar characters by the same author, the student will compare and contrast the setting.
- 2.123.5 When presented two :gradelevel texts with same or similar characters by the same author, the student will compare and contrast the plot.
- 2.123.6 When presented two third grade level texts with same or similar characters by the same author, the student will be able to compare and contrast the most important points/key details about the characters (i.e., theme, setting, plot).
- 2.123.7 When presented two :gradelevel texts on the same topic, the student will identify important points/key details related to the topic.
- 2.123.8 When presented two :gradelevel texts on the same topic, the student will compare and contrast

important points/key details.

2.124 When presented with narrative and/or information text from the grades 3-4 text complexity range, the student will read and comprehend the text, including prose, drama, poetry, and content area subject text at the independent reading level.

- 2.124.1 When provided with :gradelevel text, the student will read and comprehend prose at the independent level.
- 2.124.2 When provided with :gradelevel text, the student will read and comprehend poetry at the independent level.
- 2.124.3 When provided with :gradelevel text, the student will read and comprehend dramas at the independent level.
- 2.124.4 When provided with :gradelevel text, the student will read and comprehend informational text (i.e., history/social studies, science, technical text) at the independent level.

2.125 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will identify connections in narratives/poetry/ drama to other texts/ ideas/cultural perspectives/personal events and situations.

- 2.125.1 When presented with :gradelevel text, the student will identify :number connections between narratives/poetry/drama and other texts.
- 2.125.2 When presented with :gradelevel text, the student will identify :number connections between narratives/poetry/drama and other ideas.
- 2.125.3 When presented with :gradelevel text, the student will identify :number connections between narratives/poetry/drama and other cultural perspectives.
- 2.125.4 When presented with :gradelevel text, the student will identify :number connections between narratives/poetry/drama and other personal events and situations.

Grade 4

2.126 When presented with information in multiple formats (text, visual, oral, quantitative representations), the student will explain how the information contributes to an understanding of the text in which it appears.

- 2.126.1 When presented with information in multiple formats (text, visually, orally), the student will use text based details to describe connections between the text and visual and/or oral presentation of the text.
- 2.126.2 When presented with information in multiple formats, the student will provide a verbal interpretation of information provided visually, orally and/or quantitatively (e.g., charts, graphs, diagrams, time lines, animation or interactive elements on Web pages).
- 2.126.3 When presented with information in multiple formats (text, visually, orally, quantitatively), the student will explain how the information contributes to an understanding of the text in which it appears.

2.127 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will explain how the author uses reason and evidence to support selected points in the text.

- 2.127.1 When presented with :gradelevel informational text, the student will identify :number author reasons to support selected points in the text.
- 2.127.2 When presented with :gradelevel informational text, the student will identify :number items of evidence from the text to support selected points in the text.

2.128 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will compare/contrast similar themes/topics and patterns of events in the text in order to write or speak about the topic knowledgeably.

- 2.128.1 When presented with text, the student will compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories from different cultures.
- 2.128.2 When presented text, the student will compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in myths from different cultures.
- 2.128.3 When presented text, the student will compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in traditional literature from different cultures.
- 2.128.4 When provided with two texts on the same topic, the student will integrate key ideas from the texts in order to write or speak about the subject knowledgeably.

2.129 When presented with narrative and/or information text from the grades 4-5 text complexity range, the student will read and comprehend the text, including prose, drama, poetry, and

informational text at the independent reading level.

- 2.129.1 When presented with :gradelevel text, the student will read and comprehend prose at the independent level.
- 2.129.2 When presented with :gradelevel text, the student will read and comprehend poetry at the independent level.
- 2.129.3 When presented with :gradelevel text, the student will read and comprehend dramas at the independent level.
- 2.129.4 When presented with :gradelevel text, the student will read and comprehend informational text (e.g., History/social studies, science, technical text) at the independent level.

2.130 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will identify connections in narratives/ poetry/ drama to other texts/ ideas/cultural perspectives/personal events and situations.

- 2.130.1 When presented with :gradelevel text, the student will identify connections between narratives/poetry/drama and other texts.
- 2.130.2 When presented with :gradelevel text, the student will identify connections between narratives/poetry/drama and other ideas.
- 2.130.3 When presented with :gradelevel text, the student will identify connections between narratives/poetry/drama and other cultural perspectives.
- 2.130.4 When presented with :gradelevel text, the student will identify connections between narratives/poetry/drama and other personal events and situations.

Grade 5**2.131 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will analyze how visual and multimedia elements contribute to the meaning/tone/beauty of text and draw on information from multiple sources (print and digital) to answer questions quickly or solve a problem efficiently.**

- 2.131.1 When prompted, the student will tell :number author reasons, drawing evidence from the text to support particular points from the text.
- 2.131.2 When presented with :gradelevel print or digital text, the student will provide :number text based details to describe how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- 2.131.3 When presented with :gradelevel print or digital text, the student will provide :number text based details to answer a question or solve a problem quickly and efficiently.

2.132 When presented with informational text from the student's content area subjects on the :gradelevel, the student will explain how the author uses reasons and evidence to support particular points within the text.

- 2.132.1 When presented with :gradelevel text, the student will match particular text based points that the author used, to specific reasons that support each point.
- 2.132.2 When presented with :gradelevel text, the student will match particular text based points that the author used, to specific evidence that supports each point.

2.133 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will compare/contrast stories with similar themes/topics in the same genre or integrate information from several texts on the same topic in order to write or speak about the topic knowledgeably.

- 2.133.1 When presented text in the same genre (e.g. mysteries and adventure stories), the student will compare and contrast stories on their approaches to similar themes and topics.
- 2.133.2 When presented with multiple informational texts on the same topic (e.g. informational articles on science and/or technology topics; historically based documents or accounts), the student will integrate :number text based details from each text to write or speak about the subject.

2.134 When presented with narrative and/or information text from the grades 5-6 text complexity range, the student will read and comprehend the text, including prose, drama, poetry, and informational text at the independent reading level.

- 2.134.1 When presented with :gradelevel text, the student will read and comprehend prose at the independent level.
- 2.134.2 When presented with :gradelevel text, the student will read and comprehend poetry at the independent level.
- 2.134.3 When presented with :gradelevel text, the student will read and comprehend dramas at the independent level.

- 2.134.4 When presented with :gradelevel text, the student will read and comprehend informational text (e.g., history/social studies, science, technical text) at the independent level.

2.135 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will identify connections in narratives/poetry/drama to other texts/ideas/cultural perspectives/eras/personal events and situations

- 2.135.1 When presented with :gradelevel text, the student will identify connections between narratives/poetry/drama and other texts.
- 2.135.2 When presented with :gradelevel text, the student will identify connections between narratives/poetry/drama and other ideas.
- 2.135.3 When presented with :gradelevel text, the student will identify connections between narratives/poetry/drama and other cultural perspectives.
- 2.135.4 When presented with :gradelevel text, the student will identify connections between narratives/poetry/drama and other eras.
- 2.135.5 When presented with :gradelevel text, the student will identify connections between narratives/poetry/drama and other personal events and situations.

Grade 6

2.136 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will compare, contrast, and integrate information presented in different media or formats.

- 2.136.1 When presented with :gradelevel text, the student will describe his/her affective experience as a reader by telling what he/she "sees" and "hears" supported by text based details.
- 2.136.2 When prompted, the student will describe his/her affective experience with an audio, visual, or live version of text by explaining his/her perceptions based on details gained from listening and watching.
- 2.136.3 When presented with :gradelevel text and audio, visual, or live version of the same text, the student will compare and contrast the versions, including comparing what he/she perceives when listening or watching to what can be "seen" or "heard" when reading.
- 2.136.4 When presented with :gradelevel informational text, the student will identify key understandings of the topic or issue.
- 2.136.5 When presented with informational text presented through a variety of media formats (e.g., visually, quantitatively), the student will identify key understandings of the topic or issue.
- 2.136.6 When presented with information in various formats (e.g., written text, media) the student will integrate key understandings from each to demonstrate a coherent understanding of a topic or issue verbally or in writing.

2.137 When presented with :gradelevel informational text, the student will trace and evaluate the argument and specific claims in the text, distinguishing claims that are supported by reasons and evidence from claims that are not.

- 2.137.1 When presented with :gradelevel informational text, the student will identify claims made in the text.
- 2.137.2 When presented with :gradelevel informational text, the student will identify supporting reasons and provide text based evidence for teacher selected claims.
- 2.137.3 When presented with :gradelevel informational text, the student will identify supporting reasons and provide text based evidence for self-selected claims.
- 2.137.4 When presented with :gradelevel informational text, the student will identify claims that are not supported by reasons and evidence.

2.138 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will compare and contrast differing texts (e.g., stories and poems, a memoir and biography written on the same person) in terms of their approaches to similar themes and topics.

- 2.138.1 When presented with a variety of :gradelevel texts in different forms or genres, the student will identify the theme or topic of each.
- 2.138.2 When presented with a variety of :gradelevel text in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) the student will compare and contrast in terms of their approaches to similar themes or topics .
- 2.138.3 When presented with :gradelevel informational text, the student will identify the sequence and presentation of events in the text.
- 2.138.4 When presented with :gradelevel informational text (e.g., a memoir written by and a biography on the same person), the student will compare and contrast one author's presentation of events with that of another .

- 2.138.5 When presented with a teacher-generated list of questions gleaned from two or more :gradelevel informational texts, the student will apply analytic thinking skills to answer the questions correctly by utilizing personal experience, knowledge of language and logic, and culture.
- 2.138.6 When presented with problems gleaned from two or more :grade level informational texts, the student will address the problems creatively by using personal experience, knowledge of language and logic, and culture.
- 2.138.7 When presented with situations gleaned from two or more :grade level informational texts, the student will verbally advocate persuasively by utilizing personal experience, knowledge of language and logic, and culture.
- 2.139 When presented with narrative and/or information text from the :gradelevel, the student will read and comprehend the text, including prose, drama, poetry, and content area subject text at the independent reading level.**
 - 2.139.1 When presented with :gradelevel text, the student will read and comprehend prose at the independent level.
 - 2.139.2 When presented with :gradelevel text, the student will read and comprehend poetry at the independent level.
 - 2.139.3 When presented with :gradelevel text, the student will read and comprehend dramas at the independent level.
 - 2.139.4 When presented with :gradelevel text, the student will read and comprehend informational text (e.g., history/social studies, science, technical text) at the independent level.
- 2.140 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will identify connections in narratives, poetry and drama to other texts, ideas, eras, cultural perspectives, personal events and situations.**
 - 2.140.1 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and other texts.
 - 2.140.2 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama, and ideas.
 - 2.140.3 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and cultural perspectives.
 - 2.140.4 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama, and eras.
 - 2.140.5 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and personal events and situations.
 - 2.140.6 When presented with :gradelevel literature, the student will use teacher specified criteria to classify, select and evaluate selected texts to indicate the quality of the pieces.

Grade 7

- 2.141 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will compare and contrast a written text to its audio, video, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium and their impact on the portrayal of the subject.**
 - 2.141.1 When prompted, the student will identify techniques unique to a variety of mediums (e.g., lighting, sound, color, camera focus and angles in a film).
 - 2.141.2 When prompted, the student will tell how techniques unique to a variety of mediums (e.g., lighting, sound, color, camera focus and angles in a film) affect the audio, filmed, staged, or multimedia version of a text.
 - 2.141.3 When presented with :gradelevel text, the student will compare and contrast the written version of the text with an audio, filmed, staged, or multimedia version, analyzing the effects of the techniques unique to the each medium (e.g., lighting, sound, color, camera focus and angles in a film).
 - 2.141.4 When presented with :gradelevel text and an audio, video, or multimedia version of the text, the student will compare and contrast each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- 2.142 When presented with informational text from the student's content area subjects on the :grade level, the student will trace and evaluate the argument and specific claims in the text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.**
 - 2.142.1 When prompted, the student will identify the argument and specific claims made in an informational text on the :gradelevel.
 - 2.142.2 When presented with informational text on the :gradelevel , the student will identify supporting

- reasons and provide text based evidence for teacher-selected arguments and specific claims.
- 2.142.3 When presented with informational text on the :gradelevel , the student will identify supporting reasons and provide text based evidence for self-selected arguments and specific claims.
- 2.142.4 When presented with informational text on the :gradelevel , the student will distinguish between relevant and irrelevant evidence which supports an argument or specific claim.
- 2.142.5 When presented with informational text on the :gradelevel , the student will determine whether the evidence and reasoning that supports a claim or argument is sound, relevant and sufficient.
- 2.143 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will compare/contrast/analyze informational writing about the same topic or fictional portrayal of a time/place/character and a historical account of the same period as a means of understanding how authors of informational text shape their presentations of key information by emphasizing different evidence/advancing different interpretations of facts and how authors of fiction use or alter history.**
- 2.143.1 When presented with :gradelevel fictional text, the student will describe how the author portrays the time, setting, and characters using text based details.
- 2.143.2 When presented with :gradelevel historical account, the student will describe how the author portrays the time, setting, and characters using text based details.
- 2.143.3 When presented a fictional text and historical account of the same period, the student will compare/contrast how the author portrays the time, setting, and characters and tell how authors of fiction use or alter history.
- 2.143.4 When presented with two or more authors writing about the same topic, the student will identify key information presented in each text, referring to text based detail for support.
- 2.143.5 When presented with two or more authors writing about the same topic, the student will analyze how the authors' presentation of key information is shaped by emphasizing different evidence or advancing different interpretations of facts.
- 2.144 When presented with narrative and/or informational text from the seventh grade level, the student will read and comprehend the text, including prose, drama, poetry, and content area subject text at the independent reading level.**
- 2.144.1 When provided with :gradelevel text, the student will read and comprehend prose at the independent level .
- 2.144.2 When provided with :gradelevel text, the student will read and comprehend poetry at the independent level.
- 2.144.3 When provided with :gradelevel text, the student will read and comprehend dramas at the independent level.
- 2.144.4 When provided with :gradelevel text, the student will read and comprehend informational text (e.g., history/social studies, science, technical text) at the independent level .
- 2.145 When presented with narrative and/or informational text from the student's content area subjects on the seventh grade level, the student will identify connections in narratives, poetry and drama to other texts, ideas, eras, cultural perspectives, personal events and situations.**
- 2.145.1 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and other texts.
- 2.145.2 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama, and ideas.
- 2.145.3 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama, and eras.
- 2.145.4 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and cultural perspectives.
- 2.145.5 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and personal events and situations.
- 2.145.6 When presented with :gradelevel text, the student will use teacher specified criteria to classify, select and evaluate selected texts to indicate the quality of the pieces.

Grade 8

- 2.146 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will evaluate the advantages/disadvantages of using different mediums (e.g., print/digital text, video, multimedia) to present a particular topic/idea, analyze the extent to which a filmed or live production of a text stays faithful to or departs from the text, and evaluate the choices made by the director or actors.**

- 2.146.1 When prompted, the student will tell how techniques unique to a variety of mediums (e.g., lighting, sound, color, camera focus and angles in a film) affect the audio, filmed, staged, or multimedia version of a text.
- 2.146.2 When prompted, the student will compare and contrast the written version of a text with an audio, filmed, staged, or multimedia version, analyzing the effects of the techniques unique to the specific medium (e.g., lighting, sound, color, camera focus and angles in a film).
- 2.146.3 When presented with :gradelevel text and a filmed or live production of the story or drama, the student will analyze and tell the extent to which the filmed or live production stays faithful to or departs from the text or script.
- 2.146.4 When presented with :gradelevel text and an filmed or live production of the story or drama, the student will evaluate the choice made by the director or actors to stay faithful to or depart from the text or script.
- 2.146.5 When presented with a topic or idea presented in two or more mediums (e.g., print or digital text, video, multimedia), the student will compare/contrast the presentations.
- 2.146.6 When presented with a topic or idea presented in two or more mediums (e.g., print or digital text, video, multimedia), the student will evaluate the advantages and disadvantages of using different mediums.
- 2.147 When presented with informational text from the student's content area subjects on the :grade level, the student will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient, as well as recognize when irrelevant evidence is introduced.**
 - 2.147.1 When prompted, the student will identify the argument and specific claims made in an informational text on the :gradelevel.
 - 2.147.2 When presented with informational text on the :gradelevel , the student will distinguish between relevant and irrelevant evidence which supports an argument or specific claim.
 - 2.147.3 When presented with informational text on the :gradelevel , the student will delineate and evaluate the argument and specific claims in the text and determine whether the evidence and reasoning that supports the claim or argument is sound, relevant and sufficient.
 - 2.147.4 When presented with informational text on the :gradelevel , the student will determine when irrelevant evidence is introduced.
- 2.148 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will analyze two or more texts and explain where the texts agree/disagree and explain how one may be rendered from the other.**
 - 2.148.1 When presented a modern fictional text and traditional story, myth, or religious work, the student will compare/contrast how the author portrays the theme, patterns of events, or character types.
 - 2.148.2 When presented a modern fictional text and traditional story, myth, or religious work, the student will compare/contrast how the author portrays the theme, patterns of events, or character types and describe how the modern work of fiction is rendered new.
 - 2.148.3 When presented with two or more texts about the same topic, the student will compare/contrast the information.
 - 2.148.4 When presented with two or more texts about the same topic, the student will identify where the texts disagree on matters of fact or interpretation.
- 2.149 When presented with narrative and/or information text from the eighth grade level, the student will read and comprehend the text, including prose, drama, poetry, and content area subject text at the independent reading level.**
 - 2.149.1 When provided with :gradelevel text, the student will read and comprehend prose at the independent level.
 - 2.149.2 When provided with :gradelevel text, the student will read and comprehend poetry at the independent level.
 - 2.149.3 When provided with :gradelevel text, the student will read and comprehend dramas at the independent level.
 - 2.149.4 When provided with :gradelevel text, the student will read and comprehend informational text (e.g., history/social studies, science, technical text) at the independent level.
- 2.150 When presented with narrative and/or informational text from the student's content area subjects on the eighth grade level, the student will identify connections in narratives, poetry and drama to other texts, ideas, cultural perspectives, eras, personal events, and situations.**
 - 2.150.1 When presented with :gradelevel text, the student will identify connections between narratives, poetry,

- drama and other texts.
- 2.150.2 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama, and ideas.
- 2.150.3 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and cultural perspectives.
- 2.150.4 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama, and eras.
- 2.150.5 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and personal events.
- 2.150.6 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and situations.
- 2.150.7 When presented with :gradelevel text, the student will use teacher-specified criteria to classify, select and evaluate selected texts to indicate the quality of the pieces.

Grade 9-10

2.151 When presented with two or more narrative and/or informational texts in different mediums on the same subject by authors/artists who represent diverse world cultures on the :gradelevel, the student will analyze the multiple representations, including what is emphasized or absent in each treatment.

- 2.151.1 When presented with a multimedia presentation of a text, the student will tell how techniques unique to the medium (e.g., lighting, sound, color, camera focus and angles in a film) affect the multimedia version of the text.
- 2.151.2 When presented with two or more texts in different mediums, the student will tell how techniques unique to each medium affect each version of the text.
- 2.151.3 When presented with literary text in two different artistic mediums, the student will identify what is emphasized or absent when comparing and contrasting the presentations.
- 2.151.4 When presented with the representation of a subject or key scene in two different artistic mediums by authors/artists who represent diverse world cultures, the student will analyze the representation, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- 2.151.5 When presented with a :number account of a subject, the student will determine the details the author chose to emphasize.
- 2.151.6 When presented with various :number accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), the student will analyze the accounts, including which details are emphasized in each account.

2.152 When presented with informational text from the student's content area subjects on the :gradelevel, the student will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, as well as identify false statements and fallacious reasoning.

- 2.152.1 When provided with informational text on the :gradelevel, the student will identify the argument and specific claims made in the text.
- 2.152.2 When presented with informational text on the :gradelevel, the student will distinguish between relevant and irrelevant evidence which supports an argument or specific claim.
- 2.152.3 When presented with informational text on the :gradelevel, the student will determine whether the evidence and reasoning that supports a claim or argument is sound, relevant and sufficient.
- 2.152.4 When presented with informational text on the :gradelevel, the student will identify false statements and fallacious reasoning.

2.153 When presented with various source materials at the :gradelevel, the student will analyze how an author draws on and transforms them in specific literary work or how they address related themes and concepts in informational text.

- 2.153.1 When presented with a literary text at the :gradelevel, the student will identify which pieces from a teacher-generated list were drawn from a specific source material (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- 2.153.2 When presented with a literary text at the :gradelevel, the student will determine which pieces were drawn from a specific source material (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- 2.153.3 When presented with a literary text at the :gradelevel, the student will analyze how an author draws on and transforms source material in specific work (e.g., how Shakespeare treats a theme or topic from

- Ovid or the Bible or how a later author draws on a play by Shakespeare).
- 2.153.4 When presented with a seminal U.S. document of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), the student will determine the themes and main concepts of the document.
 - 2.153.5 When presented with two or more seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), the student will analyze the documents and include how they address related themes and concepts.
- 2.154 When presented with narrative and/or information text from the ninth or tenth grade level, the student will read and comprehend the text, including prose, drama, poetry, and content area subject text.**
- 2.154.1 When presented with :gradelevel text, the student will read and comprehend prose at an independent level.
 - 2.154.2 When presented with :gradelevel text, the student will read and comprehend poetry at an independent level.
 - 2.154.3 When presented with :gradelevel text, the student will read and comprehend dramas at an independent level.
 - 2.154.4 When presented with :gradelevel text, the student will read and comprehend informational text (e.g. history/social studies, science, technical text) at an independent level.
- 2.155 When presented with narrative and/or informational text from the student's content area subjects on the :gradelevel, the student will identify connections in narratives, poetry and drama to other texts, ideas, cultural perspectives, eras, personal events, and situations.**
- 2.155.1 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and other texts.
 - 2.155.2 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama, and ideas.
 - 2.155.3 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and cultural perspectives.
 - 2.155.4 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama, and eras.
 - 2.155.5 When presented with :gradelevel text, the student will be able to identify connections between narratives, poetry, drama and personal events .
 - 2.155.6 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and situations.
 - 2.155.7 When presented with :gradelevel text, the student will use teacher-specified criteria to classify, select and evaluate selected texts to indicate the quality of the pieces.

Grade 11-12

- 2.156 When presented with multiple interpretations of a literary text or multiple sources of information presented in different media or formats on the :grade level, the student will analyze, integrate, and evaluate how each format interprets the source text and addresses a question or solves a problem.**
- 2.156.1 When presented with text in different media or formats, the student will evaluate how each version interprets the source text (including at least one play by Shakespeare and one play by an American dramatist).
 - 2.156.2 When presented with multiple interpretations of a full-length work by authors who represent diverse world cultures, the student will evaluate how each version interprets the source text.
 - 2.156.3 When presented with multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words, the student will integrate and evaluate the sources in order to address a question or solve a problem.
- 2.157 When presented with seminal U.S. texts, the student will delineate and evaluate the reasoning in the texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).**
- 2.157.1 When presented with a seminal U.S. text, the student will identify :number examples of the use of legal reasoning.
 - 2.157.2 When presented with s seminal U.S. text, the student will identify :number examples of the application

of constitutional principles.

- 2.157.3 When presented with works of public advocacy (e.g., The Federalist, presidential addresses), the student will determine the premise of the text.
- 2.157.4 When presented with works of public advocacy (e.g., The Federalist, presidential addresses), the student will determine the purpose of the text.
- 2.157.5 When presented with works of public advocacy (e.g., The Federalist, presidential addresses), the student will determine the arguments within the text.

2.158 When presented with eighteenth-, nineteenth-, and early-twentieth foundational works of American literature or seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance, the student will demonstrate knowledge of American literature and U.S. documents and identify how similar themes, topics, purposes, and rhetorical features are treated.

- 2.158.1 When presented with an eighteenth-, nineteenth- and early-twentieth-century foundational text of American literature, the student will determine the theme or topic.
- 2.158.2 When presented with two or more eighteenth-, nineteenth- and early-twentieth-century foundational texts of American literature, the student will tell how similar themes or topics are treated in each text.
- 2.158.3 When presented with two or more seventeenth-, eighteenth-, and nineteenth-century foundational U.S. texts (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address), the student will analyze the theme of each text.
- 2.158.4 When presented with two or more seventeenth-, eighteenth-, and nineteenth-century foundational U.S. texts (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address), the student will analyze the purpose of each text.
- 2.158.5 When presented with two or more seventeenth-, eighteenth-, and nineteenth-century foundational U.S. texts (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address), the student will analyze rhetorical features in each text.
- 2.158.6 When presented with :gradelevel informational text, the student will annotate text on topics related to diverse and non-traditional cultures and viewpoints.
- 2.158.7 When presented with :gradelevel informational text, the student will analyze text on topics related to diverse and non-traditional cultures and viewpoints.

2.159 When presented with narrative and/or information text from the eleventh or twelfth grade level, the student will read and comprehend the text, including prose, drama, poetry, and content area subject text.

- 2.159.1 When presented with :gradelevel text, the student will read and comprehend prose that at an independent reading level.
- 2.159.2 When presented with :gradelevel text, the student will read and comprehend poetry at an independent reading level.
- 2.159.3 When presented with :gradelevel text, the student will read and comprehend dramas at an independent reading level.
- 2.159.4 When presented with :gradelevel text, the student will read and comprehend informational text (e.g., history/social studies, science, technical text) at an independent reading level.

2.160 When presented with narrative and/or informational text from the student's content area subjects on the :grade level, the student will identify connections in narratives, poetry and drama to other texts, ideas, cultural perspectives, eras, personal events, and situations.

- 2.160.1 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and other texts.
- 2.160.2 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama, and ideas.
- 2.160.3 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and cultural perspectives.
- 2.160.4 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and eras.
- 2.160.5 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and personal events.
- 2.160.6 When presented with :gradelevel text, the student will identify connections between narratives, poetry, drama and personal situations.
- 2.160.7 When presented with :gradelevel text, the student will use teacher-specified criteria to classify, select and evaluate selected texts to indicate the quality of the pieces.

3. WRITING

CAPITALIZATION AND PUNCTUATION

Kindergarten

3.1 When given a writing assignment, the student will capitalize the first word in a sentence, the first letters in :his own name and will identify end punctuation.

- 3.1.1 The student will print :number uppercase and lowercase letters.
- 3.1.2 The student will capitalize the first word in a sentence and the pronoun I.
- 3.1.3 The student will capitalize first letters of :his own first and last name.
- 3.1.4 The student will identify end punctuation.

Grade 1

3.2 When given a writing assignment, the student will capitalize dates and names of people, use end punctuation for sentences and use commas in dates and in a series of words.

- 3.2.1 The student will print all uppercase and lowercase letters.
- 3.2.2 The student will identify and capitalize dates and names of people.
- 3.2.3 The student will identify and use end punctuation for sentences.
- 3.2.4 The student will use commas in dates and to separate single words in a series.

Grade 2

3.3 When given a writing assignment, the student will capitalize holidays and proper names, and use an apostrophe to form contractions and frequently occurring possessives.

- 3.3.1 The student will capitalize holidays, product names, and geographic names.
- 3.3.2 The student will use commas in greetings and closings of letters.
- 3.3.3 The student will use an apostrophe to form contractions.
- 3.3.4 The student will use an apostrophe to form frequently occurring possessives.

Grade 3

3.4 When given a writing assignment, the student will capitalize words in titles, use commas in addresses and use quotation marks in dialogue.

- 3.4.1 The student will capitalize appropriate words in titles.
- 3.4.2 The student will use commas in addresses.
- 3.4.3 The student will use commas and quotation marks in dialogue.

Grade 4

3.5 When given a writing assignment, the student will utilize correct capitalization and use commas and quotation marks to mark direct speech and quotations from a text.

- 3.5.1 The student will use correct capitalization.
- 3.5.2 The student will use commas and quotation marks to mark direct speech.
- 3.5.3 The student will use commas and quotation marks to mark quotations from a text.
- 3.5.4 The student will use a comma before a coordinating conjunction in a compound sentence.

Grade 5

3.6 When given a writing assignment, the student will utilize correct capitalization and punctuation.

- 3.6.1 The student will use punctuation to separate items in a series.
- 3.6.2 The student will use a comma to separate an introductory element from the rest of the sentence.
- 3.6.3 The student will use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- 3.6.4 The student will use underlining, quotation marks, or italics to indicate titles of works.
- 3.6.5 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- 3.6.6 The student will use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).
- 3.6.7 The student will use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.
- 3.6.8 The student will use an ellipsis to indicate an omission.
- 3.6.9 The student will use a semicolon to link two or more closely related independent clauses.
- 3.6.10 The student will use a colon to introduce a list or quotation.
- 3.6.11 The student will observe hyphenation conventions.

Grade 6

3.7 When given a writing assignment, the student will utilize correct capitalization and punctuation.

- 3.7.1 The student will use punctuation to separate items in a series.

- 3.7.2 The student will use a comma to separate an introductory element from the rest of the sentence.
- 3.7.3 The student will use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- 3.7.4 The student will use underlining, quotation marks, or italics to indicate titles of works.
- 3.7.5 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- 3.7.6 The student will use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).
- 3.7.7 The student will use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.
- 3.7.8 The student will use an ellipsis to indicate an omission.
- 3.7.9 The student will use a semicolon to link two or more closely related independent clauses.
- 3.7.10 The student will use a colon to introduce a list or quotation.
- 3.7.11 The student will observe hyphenation conventions.

Grade 7

3.8 When given a writing assignment, the student will utilize correct capitalization and punctuation.

- 3.8.1 The student will use punctuation to separate items in a series.
- 3.8.2 The student will use a comma to separate an introductory element from the rest of the sentence.
- 3.8.3 The student will use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- 3.8.4 The student will use underlining, quotation marks, or italics to indicate titles of works.
- 3.8.5 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- 3.8.6 The student will use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).
- 3.8.7 The student will use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.
- 3.8.8 The student will use an ellipsis to indicate an omission.
- 3.8.9 The student will use a semicolon to link two or more closely related independent clauses.
- 3.8.10 The student will use a colon to introduce a list or quotation.
- 3.8.11 The student will observe hyphenation conventions.

Grade 8

3.9 When given a writing assignment, the student will utilize correct capitalization and punctuation.

- 3.9.1 The student will use punctuation to separate items in a series.
- 3.9.2 The student will use a comma to separate an introductory element from the rest of the sentence.
- 3.9.3 The student will use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- 3.9.4 The student will use underlining, quotation marks, or italics to indicate titles of works.
- 3.9.5 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- 3.9.6 The student will use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).
- 3.9.7 The student will use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.
- 3.9.8 The student will use an ellipsis to indicate an omission.
- 3.9.9 The student will use a semicolon to link two or more closely related independent clauses.
- 3.9.10 The student will use a colon to introduce a list or quotation.
- 3.9.11 The student will observe hyphenation conventions.

Grade 9-10

3.10 When given a writing assignment, the student will utilize correct capitalization and punctuation.

- 3.10.1 The student will use punctuation to separate items in a series.
- 3.10.2 The student will use a comma to separate an introductory element from the rest of the sentence.
- 3.10.3 The student will use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- 3.10.4 The student will use underlining, quotation marks, or italics to indicate titles of works.
- 3.10.5 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- 3.10.6 The student will use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).
- 3.10.7 The student will use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.
- 3.10.8 The student will use an ellipsis to indicate an omission.

- 3.10.9 The student will use a semicolon to link two or more closely related independent clauses.
- 3.10.10 The student will use a colon to introduce a list or quotation.
- 3.10.11 The student will observe hyphenation conventions.

Grade 11-12

3.11 When given a writing assignment, the student will utilize correct capitalization and punctuation.

- 3.11.1 The student will use punctuation to separate items in a series.
- 3.11.2 The student will use a comma to separate an introductory element from the rest of the sentence.
- 3.11.3 The student will use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- 3.11.4 The student will use underlining, quotation marks, or italics to indicate titles of works.
- 3.11.5 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- 3.11.6 The student will use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).
- 3.11.7 The student will use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.
- 3.11.8 The student will use an ellipsis to indicate an omission.
- 3.11.9 The student will use a semicolon to link two or more closely related independent clauses.
- 3.11.10 The student will use a colon to introduce a list or quotation.
- 3.11.11 The student will observe hyphenation conventions.

SPELLING

Kindergarten

3.12 Given words selected by the teacher from :his reading literature and content area subjects, the student will spell them correctly upon request and in written assignments.

- 3.12.1 The student will write a letter or letters to represent words in their writing.
- 3.12.2 Without prompting by the teacher, the student will correct spelling errors in :his written work.
- 3.12.3 The student will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- 3.12.4 The student will spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 3.12.5 The student will generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil).
- 3.12.6 With guidance and support, the student will attempt to spell simple words phonetically, drawing on their knowledge of sound-letter relationships.
- 3.12.7 The student will use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- 3.12.8 The student will consult reference materials (such as a word wall, personal dictionary or peers) to check and correct spellings.

Grade 1

3.13 Given words selected by the teacher from :his reading literature and content area subjects, the student will spell them correctly upon request and in written assignments.

- 3.13.1 The student will recognize and identify incorrect spelling in a given assignment.
- 3.13.2 When prompted by the teacher, the student will correct spelling errors in :his written work.
- 3.13.3 Without prompting by the teacher, the student will correct spelling errors in :his written work.
- 3.13.4 The student will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- 3.13.5 The student will spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 3.13.6 The student will generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil).
- 3.13.7 The student will use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- 3.13.8 The student will use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- 3.13.9 The student will consult reference materials (such as a word wall, personal dictionary or peers) to check and correct spellings.

Grade 2**3.14 Given words selected by the teacher from :his reading literature and content area subjects, the student will spell them correctly upon request and in written assignments.**

- 3.14.1 The student will recognize and identify incorrect spelling in a given assignment.
- 3.14.2 When prompted by the teacher, the student will correct spelling errors in :his written work.
- 3.14.3 Without prompting by the teacher, the student will correct spelling errors in :his written work.
- 3.14.4 The student will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- 3.14.5 The student will spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 3.14.6 The student will generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil).
- 3.14.7 The student will use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- 3.14.8 The student will use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- 3.14.9 The student will consult reference materials to check and correct spellings.

Grade 3**3.15 Given words selected by the teacher from :his reading literature and content area subjects, the student will spell them correctly upon request and in written assignments.**

- 3.15.1 The student will recognize and identify incorrect spelling in a given assignment.
- 3.15.2 When prompted by the teacher, the student will correct spelling errors in :his written work.
- 3.15.3 Without prompting by the teacher, the student will correct spelling errors in :his written work.
- 3.15.4 The student will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- 3.15.5 The student will spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 3.15.6 The student will generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil).
- 3.15.7 The student will use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- 3.15.8 The student will use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- 3.15.9 The student will consult reference materials to check and correct spellings.

Grade 4**3.16 Given words selected by the teacher from :his reading literature and content area subjects, the student will spell them correctly upon request and in written assignments.**

- 3.16.1 The student will recognize and identify incorrect spelling in a given assignment.
- 3.16.2 When prompted by the teacher, the student will correct spelling errors in :his written work.
- 3.16.3 Without prompting by the teacher, the student will correct spelling errors in :his written work.
- 3.16.4 The student will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- 3.16.5 The student will spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 3.16.6 The student will generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil).
- 3.16.7 The student will use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- 3.16.8 The student will use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- 3.16.9 The student will consult reference materials to check and correct spellings.

Grade 5**3.17 Given words selected by the teacher from :his reading literature and content area subjects, the student will spell them correctly upon request and in written assignments.**

- 3.17.1 The student will recognize and identify incorrect spelling in a given assignment.
- 3.17.2 When prompted by the teacher, the student will correct spelling errors in :his written work.
- 3.17.3 Without prompting by the teacher, the student will correct spelling errors in :his written work.

- 3.17.4 The student will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- 3.17.5 The student will spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 3.17.6 The student will generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil).
- 3.17.7 The student will use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- 3.17.8 The student will use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- 3.17.9 The student will consult reference materials to check and correct spellings.

Grade 6

3.18 Given words selected by the teacher from :his reading literature and content area subjects, the student will spell them correctly upon request and in written assignments.

- 3.18.1 The student will recognize and identify incorrect spelling in a given assignment.
- 3.18.2 When prompted by the teacher, the student will correct spelling errors in :his written work.
- 3.18.3 Without prompting by the teacher, the student will correct spelling errors in :his written work.
- 3.18.4 The student will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- 3.18.5 The student will spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 3.18.6 The student will generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil).
- 3.18.7 The student will use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- 3.18.8 The student will use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- 3.18.9 The student will consult reference materials to check and correct spellings.

Grade 7

3.19 Given words selected by the teacher from :his reading literature and content area subjects, the student will spell them correctly upon request and in written assignments.

- 3.19.1 The student will recognize and identify incorrect spelling in a given assignment.
- 3.19.2 When prompted by the teacher, the student will correct spelling errors in :his written work.
- 3.19.3 Without prompting by the teacher, the student will correct spelling errors in :his written work.
- 3.19.4 The student will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- 3.19.5 The student will spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 3.19.6 The student will generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil).
- 3.19.7 The student will use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- 3.19.8 The student will use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- 3.19.9 The student will consult reference materials to check and correct spellings.

Grade 8

3.20 Given words selected by the teacher from :his reading literature and content area subjects, the student will spell them correctly upon request and in written assignments.

- 3.20.1 The student will recognize and identify incorrect spelling in a given assignment.
- 3.20.2 When prompted by the teacher, the student will correct spelling errors in :his written work.
- 3.20.3 Without prompting by the teacher, the student will correct spelling errors in :his written work.
- 3.20.4 The student will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- 3.20.5 The student will spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 3.20.6 The student will generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil).
- 3.20.7 The student will use conventional spelling for high-frequency and other studied words and for adding

- 3.20.8 The student will use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- 3.20.9 The student will consult reference materials to check and correct spellings.

Grade 9-10

3.21 Given words selected by the teacher from :his reading literature and content area subjects, the student will spell them correctly upon request and in written assignments.

- 3.21.1 The student will recognize and identify incorrect spelling in a given assignment.
- 3.21.2 When prompted by the teacher, the student will correct spelling errors in :his written work.
- 3.21.3 Without prompting by the teacher, the student will correct spelling errors in :his written work.
- 3.21.4 The student will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- 3.21.5 The student will spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 3.21.6 The student will generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil).
- 3.21.7 The student will use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- 3.21.8 The student will use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- 3.21.9 The student will consult reference materials to check and correct spellings.

Grade 11-12

3.22 Given words selected by the teacher from :his reading literature and content area subjects, the student will spell them correctly upon request and in written assignments.

- 3.22.1 The student will recognize and identify incorrect spelling in a given assignment.
- 3.22.2 When prompted by the teacher, the student will correct spelling errors in :his written work.
- 3.22.3 Without prompting by the teacher, the student will correct spelling errors in :his written work.
- 3.22.4 The student will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- 3.22.5 The student will spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 3.22.6 The student will generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil).
- 3.22.7 The student will use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- 3.22.8 The student will use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- 3.22.9 The student will consult reference materials to check and correct spellings.

GRAMMAR

Kindergarten

3.23 Given class assignments, the student will use the conventions of standard English grammar and usage when writing and speaking.

- 3.23.1 The student will form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- 3.23.2 The student will use question words (interrogatives) (e.g., who, what, where, when, why, how).
- 3.23.3 The student will use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- 3.23.4 The student will use :number of question words (interrogatives--e.g. who, what, where, when, why and/or how).

Grade 1

3.24 Given class assignments, the student will use the conventions of standard English grammar and usage when writing and speaking.

- 3.24.1 The student will use common, proper and possessive nouns.
- 3.24.2 The student will use singular and plural nouns with matching verbs (subject-verb agreement) in basic sentences (e.g., He hops; We hop).
- 3.24.3 The student will use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

- 3.24.4 The student use verbs to convey a sense of past, present and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- 3.24.5 The student use frequently occurring adjectives.
- 3.24.6 The student will use frequently occurring conjunctions (e.g., and, but, or, so, because).
- 3.24.7 The student will use determiners (e.g., articles, demonstratives).
- 3.24.8 The student will use frequently occurring prepositions (e.g., during, beyond, toward, in, over, under, with).
- 3.24.9 The student will produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.

Grade 2

3.25 Given class assignments, the student will use the conventions of standard English grammar and usage when writing and speaking.

- 3.25.1 The student will use collective nouns (e.g., group).
- 3.25.2 The student will use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- 3.25.3 The student will use reflexive pronouns (e.g., myself, ourselves).
- 3.25.4 The student will form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- 3.25.5 The student will use adjectives and adverbs, and choose between them depending on what is to be modified.
- 3.25.6 The student will produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Grade 3

3.26 Given class assignments, the student will use the conventions of standard English grammar and usage when writing and speaking.

- 3.26.1 The student will explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
- 3.26.2 The student will form and use regular and irregular plural nouns.
- 3.26.3 The student will use abstract nouns (e.g., childhood).
- 3.26.4 The student will form and use regular and irregular verbs.
- 3.26.5 The student will form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- 3.26.6 The student will use subject-verb and pronoun-antecedent agreement when writing sentences.
- 3.26.7 The student will form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- 3.26.8 The student will use coordinating and subordinating conjunctions.
- 3.26.9 The student will produce simple, compound, and complex sentences.

Grade 4

3.27 Given class assignments, the student will use the conventions of standard English grammar and usage when writing and speaking.

- 3.27.1 The student will identify :number of nouns.
- 3.27.2 The student will identify :number of pronouns.
- 3.27.3 The student will identify :number of verbs.
- 3.27.4 The student will identify :number of adjectives.
- 3.27.5 The student will identify :number of adverbs.
- 3.27.6 The student will explain the function of nouns in general.
- 3.27.7 The student will explain the function of pronouns in general.
- 3.27.8 The student will explain the function of verbs in general.
- 3.27.9 The student will explain the function of adjectives in general.
- 3.27.10 The student will use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- 3.27.11 The student will form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- 3.27.12 The student will use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- 3.27.13 The student will order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- 3.27.14 The student will form and use prepositional phrases (e.g., over the mountain).
- 3.27.15 The student will produce complete sentences, recognizing and correcting inappropriate fragments and

run-ons.

3.27.16 The student will correctly use frequently confused words (e.g., to, too, two; there, their).

Grade 5

3.28 Given class assignments, the student will use the conventions of standard English grammar and usage when writing and speaking.

- 3.28.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- 3.28.2 Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- 3.28.3 Use verb tense to convey various times, sequences, states, and conditions.
- 3.28.4 Recognize and correct inappropriate shifts in verb tense.
- 3.28.5 Use correlative conjunctions (e.g., either/or, neither/nor).

Grade 6

3.29 Given class assignments, the student will use the conventions of standard English grammar and usage when writing and speaking.

- 3.29.1 The student will demonstrate the use of pronouns in the proper case (subjective, objective, possessive).
- 3.29.2 The student will use intensive pronouns (e.g., myself, ourselves).
- 3.29.3 The student will identify and correct inappropriate shifts in pronoun number and person.
- 3.29.4 The student will identify and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- 3.29.5 The student will identify variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Grade 7

3.30 Given class assignments, the student will use the conventions of standard English grammar and usage when writing and speaking.

- 3.30.1 The student will explain the function of phrases and clauses in general and their function in specific sentences.
- 3.30.2 The student will choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
- 3.30.3 The student will place phrases and clauses within a sentence, recognizing and correcting misplaced (e.g., We fed ice-cream to the puppy that was melted) and dangling modifiers.

Grade 8

3.31 Given class assignments, the student will use the conventions of standard English grammar and usage when writing and speaking.

- 3.31.1 The student will explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- 3.31.2 The student will form and use verbs in the active and passive voice.
- 3.31.3 The student will form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
- 3.31.4 The student will recognize and correct inappropriate shifts in verb voice and mood.

Grade 9-10

3.32 Given class assignments, the student will use the conventions of standard English grammar and usage when writing and speaking.

- 3.32.1 The student will use parallel structure.
- 3.32.2 The student will use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- 3.32.3 The student will apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- 3.32.4 The student will resolve issues of complex or contested usage by consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage, Strunk and White's The Elements of Style) as needed.

Grade 11-12

3.33 Given class assignments, the student will use the conventions of standard English grammar and usage when writing and speaking.

- 3.33.1 The student will use parallel structure.

- 3.33.2 The student will use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- 3.33.3 The student will apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- 3.33.4 The student will resolve issues of complex or contested usage by consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage, Strunk and White's The Elements of Style) as needed.

WRITTEN EXPRESSION - READINESS

Preschool

3.34 The student will create drawings, pictures, signs, or other graphics to represent a word or concept.

- 3.34.1 The student will attempt to "write" :his name.
- 3.34.2 Upon request, the student will produce drawings that have meaning, and will verbally or nonverbally communicate that meaning to adults.
- 3.34.3 The student will spontaneously write or draw to communicate meaning, and verbally share :his drawings with others.

3.35 The student will use teacher presented pictures to tell a story in the correct sequential order.

- 3.35.1 The student will narrate a story using picture prompts.
- 3.35.2 The student will narrate a story using picture prompts that has a clear beginning, middle and end.
- 3.35.3 The student will narrate a story using picture prompts demonstrating an understanding of logical sequence.
- 3.35.4 The student will narrate a story using picture prompts indicating an opinion about an event or character.
- 3.35.5 The student will narrate a story using picture prompts revealing a preference for a part of the story or an event or character within the story.

WRITTEN EXPRESSION - TEXT TYPES AND PURPOSES

Kindergarten

3.36 The student will create an opinion piece about a topic or title of a book :he is writing by using a combination of drawing, dictating, and writing.

- 3.36.1 The student will draw a picture and dictate the topic or title of :his original book.
- 3.36.2 The student will draw a picture and write the topic or title of :his original book.
- 3.36.3 The student will show an awareness of writing for an audience by dictating an opinion about the topic or name of :his original book (e.g., I like little dogs better than big dogs).
- 3.36.4 The student will state a preference for a specific book using original pictures and text showing an awareness of writing for an audience.

3.37 The student will create an informational/explanatory text naming the topic and supplying some information about the topic by using a combination of drawing, dictating, and writing.

- 3.37.1 The student will draw a picture and dictate the information it provides (e.g., This is the way to throw a ball).
- 3.37.2 The student will draw a picture with accompanying text about a topic that includes some specific information (e.g., It snows in the winter).

3.38 The student will create a narrative in which :he tells about an event in logical sequence and provides a reaction to the event by using a combination of drawing, dictating and writing.

- 3.38.1 The student will draw and dictate details about an event.
- 3.38.2 The student will write details about an event with an accompanying illustration.
- 3.38.3 The student will draw and dictate details about an event in logical sequential order (e.g., We walked to the movies. We bought tickets and went inside. We watched the movie. We went home.).
- 3.38.4 The student will write details about an event in logical sequential order with an accompanying illustration.
- 3.38.5 The student will draw and dictate details about an event in logical sequential order including a reaction to the event (e.g., We walked to the movies. We bought tickets and went inside. We watched the movie. We went home. I liked the movie because it was funny.).

Grade 1

3.39 The student will write an opinion piece in which :he states an opinion and gives reasons for it,

including a closing statement.

- 3.39.1 The student will write the topic or title of his original piece as an introduction to a larger writing piece.
- 3.39.2 The student will write an opinion about a selected topic and provide at least one reason for the stated opinion.
- 3.39.3 The student will provide closure to a piece that restates an opinion or draws a conclusion.
- 3.40 The student will write an informational/explanatory text naming the topic and supplying some information about the topic, including a closing statement.**
 - 3.40.1 The student will name a topic about which he will write an informational/explanatory text.
 - 3.40.2 The student will provide details for the reader about the topic and provide closure to the text.
- 3.41 The student will write a narrative using details to describe an event in logical sequence, including temporal words (e.g., first, next, then) and a closing statement.**
 - 3.41.1 The student will write about events that show an understanding of sequence and include details that highlight that understanding (e.g., I went to school today. After school, I went to the store with my mom to buy sneakers.).
 - 3.41.2 The student will write about two events that show an understanding of sequence, using time-order signal words (e.g., First, I went to school. Next, I went to the store with my mom. Then, we bought new sneakers.).
 - 3.41.3 The student will provide closure to the writing task by drawing a conclusion, restating the information or giving an opinion.

Grade 2

- 3.42 The student will write an opinion piece with reasons for the stated opinion connected by linking words (e.g., because, and, also), including a closing statement.**
 - 3.42.1 The student will write an opinion about a selected topic and provide at least two reasons for the stated opinion as part of a writing piece.
 - 3.42.2 The student will use linking words to connect opinions and reasons within an opinion piece of writing.
 - 3.42.3 The student will provide closure to the writing that restates an opinion or draws a conclusion.
- 3.43 The student will write an informational/explanatory text with facts and definitions to develop points, including a closing statement.**
 - 3.43.1 The student will introduce a topic about which he will write an informational/explanatory text (e.g., I will tell you how to make a peanut butter and jelly sandwich.).
 - 3.43.2 The student will use facts and definitions to develop a point (e.g., Scientists say pterodactyls are flying reptiles and not dinosaurs.).
 - 3.43.3 The student will provide closure to the text (e.g., Now you can make your own peanut butter and jelly sandwich.).
- 3.44 The student will write a narrative using details to describe actions, thoughts and feelings about an event, including temporal words (e.g., first, next, then) and a closing statement.**
 - 3.44.1 The student will write about one or more events including details and elaboration that describe actions within the event(s) or thoughts or feelings about the event(s).
 - 3.44.2 The student will write about an event that shows an understanding of sequence, using time-order signal words (e.g., first, next, then, after, before, later.).
 - 3.44.3 The student will provide closure to the writing task by drawing a conclusion, making a restatement or stating an opinion.

Grade 3

- 3.45 The student will write an opinion piece with reasons that support the stated opinion connected by linking words (e.g., because, and, also, therefore, since, for example), including a closing statement.**
 - 3.45.1 The student will write an opinion piece using an organizational structure that lists reasons that support the opinion or point of view.
 - 3.45.2 The student will use linking words and phrases to connect opinions and reasons within an opinion piece of writing (e.g., I like summer because I go to the beach.).
 - 3.45.3 The student will provide closure that restates an opinion or draws a conclusion.
- 3.46 The student will write an informational/explanatory text with facts and definitions to develop points, including text-supporting illustrations, linking words (e.g., also, another, more, but) to connect ideas and a closing statement.**
 - 3.46.1 The student will write details that are grouped appropriately, develop a point using facts and definitions and provide closure to the text.

- 3.46.2 The student will provide images that support and enhance the text using technology, print resources or original illustrations.
- 3.46.3 The student will use linking words and phrases to connect ideas that show the relationship between ideas (e.g., also, another, and, or, but).
- 3.47 The student will write a narrative using details to describe actions, thoughts and feelings about a real or imagined event, including temporal words (e.g., first, next, then) for event sequence, a narrator and/or characters, dialogue and a closing statement.**
 - 3.47.1 The student will write a narrative about a real or imagined experience or event including details and elaboration that describe actions within the event(s) or thoughts or feelings about the event(s).
 - 3.47.2 The student will write a narrative about a real or imagined event or experience that shows an understanding of sequence, using time-order signal words (e.g., first, next, then, after, before, later).
 - 3.47.3 The student will write a narrative about a real or imagined event that includes a narrator and/or characters and includes dialogue between characters that shows the response of the characters to situations.
 - 3.47.4 The student will write a narrative about a real or imagined event that includes an event sequence that unfolds naturally, showing an understanding of logical sequential order within the event.
 - 3.47.5 The student will provide closure to the narrative by drawing a conclusion, making a restatement or stating an opinion.

Grade 4

- 3.48 The student will write an opinion piece with accurate, relevant reasons that support the stated opinion connected by linking words (e.g., for instance, in order to, in addition), including a logical closing statement.**
 - 3.48.1 The student will introduce a topic or text and write an opinion about it using an organizational structure in which related ideas are grouped to support the writer's purpose including accurate, relevant reasons, clearly supported by facts and details.
 - 3.48.2 The student will use linking words and phrases to connect opinions and reasons within an opinion piece of writing (e.g., for instance, in order to, in addition to).
 - 3.48.3 The student will provide closure that restates an opinion or draws a conclusion related to the opinion presented.
- 3.49 The student will write an informational/explanatory text with facts, definitions and quotations to develop points, including text-supporting multimedia, linking words (e.g., another, for example, also, because) to connect ideas, precise and domain-specific vocabulary, and a logical closing statement, all grouped within appropriate paragraphs and sections.**
 - 3.49.1 The student will write details which are grouped appropriately in paragraphs and sections, use accurate and relevant facts, definitions, concrete details and/or quotations to develop a point and provide closure to the text that clearly relates to the information presented.
 - 3.49.2 The student will use technology, print resources or original illustrations to provide images that support and enhance the text.
 - 3.49.3 The student will use formatting (e.g., headings) to convey ideas and information clearly.
 - 3.49.4 The student will use linking words and phrases to connect ideas within categories of information that show the relationship between ideas (e.g., another, for example, also, because).
 - 3.49.5 The student will use precise language and domain-specific vocabulary to explain the topic.
- 3.50 The student will write a narrative using concrete and sensory details to precisely describe actions, thoughts and feelings about a real or imagined event, including transitional words (e.g., first, since, next, therefore), event sequence, a narrator and/or characters dialogue that shows the characters' responses and a logical conclusion.**
 - 3.50.1 The student will write a narrative about a real or imagined event that includes details and elaboration that describe actions within the event(s) or thoughts or feelings about the event(s).
 - 3.50.2 The student will write a narrative about a real or imagined event or experience that shows an understanding of sequence, using transitional words or phrases and/or time-order signal words (e.g., first, next, then, after, before, later).
 - 3.50.3 The student will write a narrative about a real or imagined event that includes a narrator and/or characters and includes dialogue between characters that shows the response of characters to situations.
 - 3.50.4 The student will use concrete words and phrases and/or sensory details to convey experiences vividly and precisely.
 - 3.50.5 The student will provide closure to the narrative by drawing a conclusion or making a restatement that

follows from the narrated events.

Grade 5

- 3.51 The student will write an opinion piece with accurate, relevant reasons logically grouped that support the stated opinion connected by linking words, phrases and clauses (e.g., consequently, specifically), including a logical introduction and closing statement.**
- 3.51.1 The student will write an introduction to an opinion piece that expresses its scope and purpose.
 - 3.51.2 The student will write an opinion piece using an organizational structure in which related ideas are grouped to support the writer's purpose and includes accurate, relevant reasons, clearly supported by facts and details.
 - 3.51.3 The student will use linking words and phrases to connect opinions and reasons within an opinion piece of writing (e.g., consequently, specifically).
 - 3.51.4 The student will provide closure that restates an opinion or draws a conclusion related to the opinion presented.
- 3.52 The student will write an informational/explanatory text with facts, definitions and quotations to develop points, including text-supporting illustrations and multimedia, linking phrases (e.g., in contrast, especially) to connect ideas, precise and domain-specific vocabulary and a logical introduction and closing statement, all grouped within appropriate paragraphs, headings and sections.**
- 3.52.1 The student will write details which are grouped appropriately in paragraphs and sections.
 - 3.52.2 The student will write an introduction that includes scope and purpose.
 - 3.52.3 The student will use technology, print resources or original illustrations to provide images that support and enhance the text.
 - 3.52.4 The student will use formatting (e.g., headings) to convey ideas and information clearly.
 - 3.52.5 The student will use accurate and relevant facts, definitions, concrete details and/or quotations to develop a point and use precise language and domain-specific vocabulary to explain the topic.
 - 3.52.6 The student will use linking words and phrases to connect ideas within categories of information that show the relationship between ideas (e.g., another, for example, also, because, in contrast, especially).
- 3.53 The student will write a narrative using concrete and sensory details to precisely describe actions, thoughts and feelings about a real or imagined event, including transitional words (e.g., first, since, next, therefore), event sequence, a narrator and/or characters, dialogue that shows characters' responses, pacing and a logical conclusion.**
- 3.53.1 The student will write a narrative about a real or imagined event that includes dialogue between characters that shows the response of characters to situations or develops experiences and events.
 - 3.53.2 The student will write a narrative about a real or imagined event using transitional words or phrases to manage the sequence of events.
 - 3.53.3 The student will use concrete words and phrases and/or sensory details to convey experiences vividly and precisely.
 - 3.53.4 The student will use pacing to keep the reader interested.
 - 3.53.5 The student will provide closure to the narrative by drawing a conclusion that follows from the narrated events.

Grade 6

- 3.54 The student will write a formal argument with evidence and reasons to support his claim, using credible sources, language that relates the claims and reasons and a logical closing statement.**
- 3.54.1 The student will write an argument using an organizational structure in which claims made and reasons provided are clearly related to support the writer's purpose include accurate, relevant evidence from credible sources.
 - 3.54.2 The student will provide closure that follows logically from the argument presented.
 - 3.54.3 The student will write in a formal style.
- 3.55 The student will write an informational/explanatory text with relevant content to develop points, including text-supporting graphics and multimedia, transitions to clarify ideas, precise and domain-specific vocabulary, and a logical introduction and closing statement, all grouped within appropriate paragraphs, headings and sections and written in a formal style using expository text patterns (e.g., compare/contrast, cause/effect, time-order, problem/solution, description).**
- 3.55.1 The student will select, analyze and develop accurate and relevant facts, definitions, concrete details and/or quotations to develop a point and use precise language and domain-specific vocabulary to explain the topic.
 - 3.55.2 The student will use linking words and phrases to connect ideas within categories of information that

- show the relationship between ideas (e.g., another, for example, also, because, in contrast, especially).
- 3.55.3 The student will write in a formal style using an appropriate text pattern to present :his information (e.g., compare/contrast, cause/effect, description).

3.56 The student will write a narrative using concrete and sensory details to precisely describe actions, thoughts and feelings about a real or imagined event, including transitional words (e.g., first, since, next, therefore), event sequence, a narrator and/or characters, dialogue that shows characters' responses, pacing and a logical conclusion.

- 3.56.1 The student will write a narrative about a real or imagined event that includes dialogue between characters that shows the response of characters to situations or develops experiences and events and provide closure to the narrative by drawing a conclusion that follows from the narrated events.
- 3.56.2 The student will write a narrative about a real or imagined event using transitional words or phrases to manage the sequence of events and show time shifts.
- 3.56.3 The student will use concrete words and phrases and/or sensory details to convey experiences vividly and precisely.
- 3.56.4 The student will use pacing to keep the reader interested.

Grade 7

3.57 The student will write a formal argument with evidence and reasons to support :his claim, using credible sources, language that relates the claims and reasons, and a concluding statement that supports the argument while acknowledging opposing claims.

- 3.57.1 The student will write an argument using an organizational structure in which claims made and reasons provided are clearly related and includes accurate, relevant evidence from credible sources.
- 3.57.2 The student will write an argument that acknowledges opposing claims.
- 3.57.3 The student will write an argument that acknowledges and distinguishes opposing claims from the one presented by the writer.
- 3.57.4 The student will use words and phrases that clarify the relationship between claims and counterclaims, along with the relevant evidence.
- 3.57.5 The student will provide closure that follows logically from the argument presented.
- 3.57.6 The student will write in a formal style.

3.58 The student will write a formal informational/explanatory text with relevant content to develop points, including text-supporting graphics and multimedia, transitions to clarify ideas, precise and domain-specific vocabulary, and a logical introduction and closing statement, all grouped within appropriate paragraphs, headings and sections and written in a formal style using expository text patterns (e.g., compare/contrast, cause/effect, time-order, problem/solution, description).

- 3.58.1 The student will select, analyze and develop accurate and relevant facts, definitions, concrete details and/or quotations to develop a point and include precise language and domain-specific vocabulary to explain the topic.
- 3.58.2 The student will write an introduction that explains the topic and purview of the paper.
- 3.58.3 The student will use linking words and phrases to connect ideas within categories of information that show the relationship between ideas (e.g., another, for example, also, because, in contrast, especially).
- 3.58.4 The student will write in a formal style using an appropriate text pattern to present :his information (e.g., compare/contrast, cause/effect, description).

3.59 The student will write a narrative using concrete and sensory details to precisely describe actions, thoughts and feelings about a real or imagined event presented from a point of view, including transitional words (e.g., first, since, next, therefore), event sequence, a narrator and/or characters, dialogue that shows characters' responses, pacing and a logical conclusion.

- 3.59.1 The student will write a narrative about a real or imagined event that includes dialogue between characters that shows the response of characters to situations or develops experiences and events and provides a conclusion that follows from and reflects on the narration.
- 3.59.2 The student will use reflection as a narrative technique to develop experiences, events or characters.
- 3.59.3 The student will write a narrative about a real or imagined event using transitional words or phrases to manage the sequence of events and show time shifts.
- 3.59.4 The student will use concrete words and phrases and/or sensory details to convey experiences precisely.
- 3.59.5 The student will use pacing to keep the reader interested.

Grade 8

3.60 The student will write a formal argument with evidence and reasons to support :his claim, using

credible sources, language that relates the claims and reasons, and a concluding statement that supports the argument while acknowledging opposing claims.

- 3.60.1 The student will write an argument using an organizational structure in which claims made and reasons provided are clearly related and includes accurate, relevant evidence from credible sources.
 - 3.60.2 The student will write an argument that acknowledges opposing claims.
 - 3.60.3 The student will write an argument that acknowledges and distinguishes opposing claims from the one presented by the writer.
 - 3.60.4 The student will use words and phrases that clarify the relationship between claims and counterclaims, along with the relevant evidence.
 - 3.60.5 The student will provide closure that follows logically from the argument presented.
 - 3.60.6 The student will write in a formal style.
- 3.61 The student will write a formal informational/explanatory text with relevant content to develop points, including text-supporting graphics and multimedia, transitions to clarify ideas, precise and domain-specific vocabulary, and a logical introduction and closing statement, all grouped within appropriate paragraphs, headings and sections and written in a formal style using expository text patterns (e.g., compare/contrast, cause/effect, time-order, problem/solution, description).**
- 3.61.1 The student will select, analyze and develop accurate and relevant facts, definitions, concrete details and/or quotations to develop a point and include precise language and domain-specific vocabulary to explain the topic.
 - 3.61.2 The student will write an introduction that explains the topic and purview of the paper.
 - 3.61.3 The student will use linking words and phrases to connect ideas within categories of information that show the relationship between ideas (e.g., another, for example, also, because, in contrast, especially).
 - 3.61.4 The student will write in a formal style using an appropriate text pattern to present :his information (e.g., compare/contrast, cause/effect, description).
- 3.62 The student will write a narrative using concrete and sensory details to precisely describe actions, thoughts and feelings about a real or imagined event presented from a point of view, including transitional words (e.g., first, since, next, therefore), event sequence, a narrator and/or characters, dialogue that shows characters' responses, pacing and a logical conclusion.**
- 3.62.1 The student will write a narrative about a real or imagined event that includes dialogue between characters that shows the response of characters to situations or develops experiences and events and provides a conclusion that follows from and reflects on the narration.
 - 3.62.2 The student will use reflection as a narrative technique to develop experiences, events or characters.
 - 3.62.3 The student will write a narrative about a real or imagined event using transitional words or phrases to manage the sequence of events and show time shifts.
 - 3.62.4 The student will use concrete words and phrases and/or sensory details to convey experiences precisely.
 - 3.62.5 The student will use pacing to keep the reader interested.

Grade 9-10

- 3.63 The student will write a formal objective argument presenting claims and counterclaims of substantive topics with evidence and valid support, using credible sources, language that relates the major sections of the text, and clarifies relationships between claims, counterclaims and evidence, and a concluding statement that supports the argument.**
- 3.63.1 The student will write an argument using an organizational structure that develops both claims and counterclaims fairly, includes accurate, relevant evidence from credible sources and provides closure that follows logically from the argument presented.
 - 3.63.2 The student will write in a formal style and an objective tone.
- 3.64 The student will write a formal informational/explanatory text with relevant content to develop complex ideas, including text-supporting graphics and multimedia, transitions to clarify ideas, precise and domain-specific vocabulary and a logical introduction and closing statement, written in a formal style using an objective tone.**
- 3.64.1 The student will select, analyze and develop accurate and relevant facts, definitions, concrete details and/or quotations to develop a point and use precise language and domain-specific vocabulary to explain the complex topic.
 - 3.64.2 The student will use varied transitions to link sections of the text and clarify relationships between complex concepts and ideas.
 - 3.64.3 The student will write in a formal style and use an objective tone.

3.65 The student will write a narrative using concrete and sensory details to precisely describe actions, thoughts and feelings about a real or imagined event presented from one or more points of view, including smooth transitions, various narrative techniques such as dialogue, multiple plot lines, pacing, reflection and a logical conclusion.

- 3.65.1 The student will use precise words and sensory language to convey experiences vividly.
- 3.65.2 The student will use pacing to keep the reader interested.
- 3.65.3 The student will provide a conclusion that follows from and reflects on the narration.
- 3.65.4 The student will use reflection as a narrative technique to develop experiences, events or characters.
- 3.65.5 The student will use multiple plot lines as a narrative technique to develop experiences, events or characters.

Grade 11-12

3.66 The student will write a formal objective argument presenting knowledgeable claims and counterclaims of substantive topics with evidence and valid support, using credible sources, language and syntax that relates the major sections of the text, and clarifies relationships between claims, counterclaims and evidence, and a concluding statement that supports the argument.

- 3.66.1 The student will write an argument using an organizational structure, develops both claims and counterclaims fairly and includes relevant evidence from credible sources that is clearly related to the writer's purpose.
- 3.66.2 The student will provide closure that follows logically from the argument presented.
- 3.66.3 The student will write in a formal style and an objective tone.
- 3.66.4 The student will use vocabulary and syntax that links the sections of the text, creates cohesion and clarifies the relationship between claims and counterclaims, along with the relevant evidence.

3.67 The student will write a formal informational/explanatory text with relevant content to develop complex ideas into a unified whole, transition to clarify ideas, precise and domain-specific vocabulary and a logical introduction and closing statement, written in a formal style using an objective tone.

- 3.67.1 The student will select, analyze and develop accurate and relevant facts, definitions, concrete details and/or quotations to develop a point and use precise language and domain-specific vocabulary to explain the complex topic.
- 3.67.2 The student will use varied transitions to link sections of the text and clarify relationships between complex concepts and ideas.
- 3.67.3 The student will write in a formal style and use an objective tone.
- 3.67.4 The student will use techniques such as metaphor, simile and analogy.

3.68 The student will write a narrative using concrete and sensory details to precisely describe actions, thoughts, and feelings about a real or imagined event presented from one or more points of view, including smooth transitions, various narrative techniques such as dialogue, multiple plot lines, pacing, reflection, techniques that sequence events toward a tone or outcome and a logical conclusion.

- 3.68.1 The student will use precise words and sensory language to convey experiences vividly.
- 3.68.2 The student will use pacing to keep the reader interested.
- 3.68.3 The student will provide a conclusion that follows from and reflects on the narration.
- 3.68.4 The student will use reflection and/or multiple plot lines as a narrative technique to develop experiences, events or characters.
- 3.68.5 The student will create a sense of mystery, suspense, growth or resolution.

WRITTEN EXPRESSION - REVISION AND EDITING

Kindergarten-Grade 1

3.69 When given a writing assignment, the student will add details to :his writing as a response to peer review.

- 3.69.1 When questioned by peers about a picture story, the student will draw additional details to clarify story (e.g., What color is the house? Is there a swing set in the yard? Would you add children playing on the swings?).
- 3.69.2 When questioned by peers about writing, the student will add specific details to make the writing clearer (e.g., The boy ate lunch. What did he eat?).

Grade 2**3.70 When given a writing assignment, the student will use the writing processes of revision and editing.**

- 3.70.1 The student will write with a clear focus on the task and topic.
- 3.70.2 The student will reread and revise by adding details to clarify :his writing.
- 3.70.3 The student will reread and revise by eliminating unclear or off topic text.

Grade 3**3.71 When given a writing assignment, the student will use the writing processes of planning, revising and editing to strengthen writing.**

- 3.71.1 The student will use brainstorming to plan ideas.
- 3.71.2 The student will plan an order of ideas for writing.
- 3.71.3 The student will reread and revise by adding details.
- 3.71.4 The student will reread and revise by eliminating unclear text or text to clarify :his writing.

Grade 4**3.72 When given a writing assignment, the student will use the writing processes of planning, revising and editing to strengthen writing.**

- 3.72.1 The student will use brainstorming to plan ideas.
- 3.72.2 The student will plan an order of ideas for writing.
- 3.72.3 The student will reread and revise by adding details.
- 3.72.4 The student will reread and revise by eliminating unclear text or text to clarify :his writing.

Grade 5**3.73 When given a writing assignment, the student will use the writing processes of planning, revising, editing, rewriting or trying a new approach.**

- 3.73.1 The student will brainstorm to plan ideas and an order of ideas for writing.
- 3.73.2 The student will reread and revise by adding details.
- 3.73.3 The student will reread and revise by eliminating unclear text or text to clarify :his writing.
- 3.73.4 The student will rewrite and try a new approach.

Grade 6**3.74 When given a writing assignment, the student will use the writing processes of planning, revising, editing, rewriting or trying a new approach.**

- 3.74.1 The student will brainstorm to plan ideas and an order of ideas for writing.
- 3.74.2 The student will reread and revise by adding details.
- 3.74.3 The student will reread and revise by eliminating unclear text or text to clarify :his writing.
- 3.74.4 The student will rewrite and try a new approach.

Grade 7**3.75 When given a writing assignment, the student will use the writing processes of planning, revising, editing and rewriting or trying a new approach in assessing if audience and purpose have been adequately addressed.**

- 3.75.1 The student will reread and revise by adding details and eliminating unclear text or text to clarify :his writing for the intended audience and purpose.
- 3.75.2 The student will rewrite and try a new approach in an effort to effectively address audience and purpose.

Grade 8**3.76 When given a writing assignment, the student will use the writing processes of planning, revising, editing and rewriting or trying a new approach in assessing if audience and purpose have been adequately addressed.**

- 3.76.1 The student will reread and revise by adding details and eliminating unclear text or text to clarify :his writing for the intended audience and purpose.
- 3.76.2 The student will rewrite and try a new approach in an effort to effectively address audience and purpose.

Grade 9-10**3.77 When given a writing assignment, the student will use the writing processes of planning, revising, editing and rewriting or trying a new approach in assessing if intended audience and specific purpose have been adequately addressed.**

- 3.77.1 The student will reread and revise by adding details and eliminating unclear text to clarify :his writing for the intended audience and purpose.

3.77.2 The student will rewrite or try a new approach in an effort to address audience and purpose.

3.77.3 The student will revise so that tone and style fit audience and purpose.

Grade 11-12

3.78 When given a writing assignment, the student will use the writing processes of planning, revising, editing and rewriting or trying a new approach in assessing if intended audience and specific purpose have been adequately addressed.

3.78.1 The student will reread and revise by adding details and eliminating unclear text to clarify :his writing for the intended audience and purpose.

3.78.2 The student will rewrite or try a new approach in an effort to address audience and purpose.

3.78.3 The student will revise so that tone and style fit audience and purpose.

WRITTEN EXPRESSION - PRODUCTION AND DISTRIBUTION OF WRITING

Kindergarten

3.79 When given written assignments either individually or for a group, the student will use available classroom technology to produce and publish writing.

3.79.1 Using computer software programs and available classroom technology, the student will locate images that support the topic of :his writing.

3.79.2 Using computer software programs and available classroom technology, the student will locate images that illustrate a written or dictated event in logical sequential order and/or support an opinion or preference about a dictated or written event.

3.79.3 Using computer software programs and available classroom technology, the student will locate images that support dictated or written informational or explanatory text.

3.79.4 Using computer software programs and available classroom technology, the student will locate images that support written informational, explanatory text or an opinion or preference about a written event.

3.79.5 Using word processing programs, the student will dictate or write about a topic or event.

3.79.6 Using computer software programs and available classroom technology, the student will publish an original work that can be shared with an audience.

3.79.7 Using computer software programs and available classroom technology, the student will write text about a topic or event that includes details and elaboration.

3.79.8 Using computer software programs and available classroom technology, the student will write and publish a collaborative work with peers.

Grade 1

3.80 When given written assignments either individually or for a group, the student will use available classroom technology to produce and publish writing.

3.80.1 Using computer software programs and available classroom technology, the student will locate images that support the topic of :his writing.

3.80.2 Using computer software programs and available classroom technology, the student will locate images that illustrate a written or dictated event in logical sequential order and/or support an opinion or preference about a dictated or written event.

3.80.3 Using computer software programs and available classroom technology, the student will locate images that support dictated or written informational or explanatory text.

3.80.4 Using computer software programs and available classroom technology, the student will locate images that support written informational, explanatory text or an opinion or preference about a written event.

3.80.5 Using word processing programs, the student will dictate or write about a topic or event.

3.80.6 Using computer software programs and available classroom technology, the student will publish an original work that can be shared with an audience.

3.80.7 Using computer software programs and available classroom technology, the student will write text about a topic or event that includes details and elaboration.

3.80.8 Using computer software programs and available classroom technology, the student will write and publish a collaborative work with peers.

Grade 2

3.81 When given written assignments either individually or for a group, the student will use available classroom technology to produce and publish writing.

3.81.1 Using computer software programs and available classroom technology, the student will locate images that support the topic of :his writing.

3.81.2 Using computer software programs and available classroom technology, the student will locate images that illustrate a written or dictated event in logical sequential order and/or support an opinion or

- preference about a dictated or written event.
- 3.81.3 Using computer software programs and available classroom technology, the student will locate images that support dictated or written informational or explanatory text.
- 3.81.4 Using computer software programs and available classroom technology, the student will locate images that support written informational, explanatory text or an opinion or preference about a written event.
- 3.81.5 Using word processing programs, the student will dictate or write about a topic or event.
- 3.81.6 Using computer software programs and available classroom technology, the student will publish an original work that can be shared with an audience.
- 3.81.7 Using computer software programs and available classroom technology, the student will write text about a topic or event that includes details and elaboration.
- 3.81.8 Using computer software programs and available classroom technology, the student will write and publish a collaborative work with peers.

Grade 3

3.82 When given written assignments either individually or for a group, the student will produce and publish writing using the Internet and available technology.

- 3.82.1 Using word processing programs and the Internet, the student will write text about a topic or event that includes details and elaboration.
- 3.82.2 The student will type at least one page of text in a single sitting in the production of an extended writing assignment.
- 3.82.3 Using computer software programs and available classroom technology, the student will publish an original work that can be shared with an audience developing the elements of writing for audience and purpose.
- 3.82.4 Using computer software programs and available classroom technology, the student will interact and collaborate with peers to develop ideas for writing and will write and publish a collaborative work.

Grade 4

3.83 When given written assignments either individually or for a group, the student will produce and publish writing using the Internet and available technology.

- 3.83.1 Using word processing programs and the Internet, the student will write text about a topic or event that includes details and elaboration.
- 3.83.2 The student will type at least one page of text in a single sitting in the production of an extended writing assignment.
- 3.83.3 Using computer software programs and available classroom technology, the student will publish an original work that can be shared with an audience developing the elements of writing for audience and purpose.
- 3.83.4 Using computer software programs and available classroom technology, the student will interact and collaborate with peers to develop ideas for writing and will write and publish a collaborative work.

Grade 5

3.84 When given written assignments either individually or for a group, the student will produce and publish writing using the Internet and available technology and demonstrate keyboarding skills.

- 3.84.1 The student will type at least two pages of text in a single sitting in the production of an extended writing assignment.
- 3.84.2 The student will type at least three pages of text in a single sitting.
- 3.84.3 Using computer software programs and available classroom technology, the student will interact and collaborate with peers to develop ideas for writing and will write and publish a collaborative work.

Grade 6

3.85 When given written assignments either individually or for a group, the student will produce and publish writing using the Internet and available technology and demonstrate keyboarding skills.

- 3.85.1 The student will type at least two pages of text in a single sitting in the production of an extended writing assignment.
- 3.85.2 The student will type at least three pages of text in a single sitting.
- 3.85.3 Using computer software programs and available classroom technology, the student will interact and collaborate with peers to develop ideas for writing and will write and publish a collaborative work.

Grade 7

3.86 When given written assignments, the student will produce and publish writing and link to and cite sources using the Internet and available technology.

- 3.86.1 Using computer software programs and available classroom technology, the student will write and publish a collaborative work with peers.

- 3.86.2 Using the Internet, the student will link to and cite sources in the production and publication of a writing assignment.
- 3.86.3 The student will use the Internet and available classroom technology to efficiently present the relationships between information and ideas in this writing.

Grade 8**3.87 When given written assignments, the student will produce and publish writing and link to and cite sources using the Internet and available technology.**

- 3.87.1 Using computer software programs and available classroom technology, the student will write and publish a collaborative work with peers.
- 3.87.2 Using the Internet, the student will link to and cite sources in the production and publication of a writing assignment.
- 3.87.3 The student will use the Internet and available classroom technology to efficiently present the relationships between information and ideas in this writing.

Grade 9-10**3.88 When given written assignments, the student will produce, publish and update writing products using the Internet and other technology to link to other information and display information flexibly and dynamically.**

- 3.88.1 The student will use the Internet and available classroom technology to efficiently present the relationships between information and ideas in this writing.
- 3.88.2 The student will use the Internet and available classroom technology to update writing products and link it to new information.
- 3.88.3 The student will use the Internet and available classroom technology to display written information flexibly and dynamically (e.g. PowerPoint, SmartBoards).

Grade 11-12**3.89 When given written assignments, the student will produce, publish and update writing products using the Internet and other technology in response to ongoing feedback, including new arguments or information.**

- 3.89.1 The student will use the Internet and available classroom technology to update writing products in response to specific feedback.
- 3.89.2 The student will use the Internet and available classroom technology to update writing in response to new arguments or new information.

WRITTEN EXPRESSION - RESEARCH TO BUILD AND PRESENT KNOWLEDGE**Kindergarten****3.90 After participating in shared research and writing projects that explore a number of books by a favorite author, the student will express his opinions about the author or books.**

- 3.90.1 The student will conduct an author study with two or more books and discuss the types of books this author writes.
- 3.90.2 The student will discuss the main characters of two or more books by an author.
- 3.90.3 The student will discuss a message voiced by the author.
- 3.90.4 The student will explore two or more books about a selected topic and discuss the topic (e.g., Pterodactyls were flying reptiles. They lived near the sea.).
- 3.90.5 The student will use prior knowledge from personal experience to answer questions (e.g., What can you do at the park?).
- 3.90.6 The student will use books or computer resources to gather information to answer questions (e.g., How long ago did dinosaurs live?).
- 3.90.7 The student will explore two or more books about a selected topic.
- 3.90.8 The student will explore two or more books by a single author.

Grade 1**3.91 After participating in shared research and writing projects that explore a number of "how to" books on a given topic, the student will use them to write a sequence of instructions.**

- 3.91.1 The student will explore two or more books about a selected topic and write informational text about the topic.
- 3.91.2 The student will explore two or more "how-to" books and write instructions in logical sequential order.

Grade 2**3.92 After participating in shared research and writing projects that explore a number of books on a**

single topic, the student will produce a written report.

- 3.92.1 The student will select a topic for research, read multiple sources and use a graphic organizer to take notes.
- 3.92.2 The student will record science observations (e.g., Compare the growth of plants with direct sunlight and without.).

Grade 3**3.93 The student will research a topic, take notes and organize the information to answer questions based on prior knowledge or from information acquired from print or electronic sources.**

- 3.93.1 The student will explore two or more "how-to" books building knowledge on the topic and use a graphic organizer to take notes and organize the information.
- 3.93.2 The student will select a topic for research, read multiple sources and use a graphic organizer to take notes and organize the information.
- 3.93.3 The student will conduct a science research project and take notes on the observations.

Grade 4**3.94 The student will research different aspects of a topic, take notes and organize the information to answer questions based on prior knowledge or from information acquired from print or electronic sources.**

- 3.94.1 The student will conduct an author study that researches similarities and differences between main characters in two or more books by the same author, take notes on facets of :his life that might have influenced :his writing.
- 3.94.2 The student will select a topic for research, read multiple sources, take notes and organize the information.
- 3.94.3 The student will conduct a science research project, take notes and organize the data.
- 3.94.4 The student will select a topic for research and investigate different aspects of the topic by developing research questions, taking notes and organizing the information.
- 3.94.5 The student will use prior knowledge from personal experience and categorize the information.
- 3.94.6 The student will use books or computer resources to gather information, take notes from these sources and accurately categorize the information.
- 3.94.7 The student will provide a list of sources, both print and digital, as :he learns to credit sources and avoid plagiarism.

Grade 5**3.95 The student will use multiple sources to research different aspects of a topic, take notes and organize the information to summarize the information and cite sources used.**

- 3.95.1 The student will conduct an author study and take notes on facets of :his life that might have influenced :his writing.
- 3.95.2 The student will select a topic for research, develop research questions, read multiple sources, take notes and organize the information.
- 3.95.3 The student will conduct a science research project, take notes and organize the data.
- 3.95.4 The student will use prior knowledge and books or computer resources to gather information, take notes from these sources and accurately categorize the information.
- 3.95.5 The student will provide a list of sources, both print and digital, as :he learns to credit sources and avoid plagiarism.
- 3.95.6 The student will write a summary of the information gathered using :his notes.

Grade 6**3.96 When asked to research a question, the student will categorize relevant information from multiple print or electronic sources, evaluate the credibility of sources, quote or paraphrase carefully to avoid plagiarism and cite bibliographic data, and refocus the inquiry when appropriate.**

- 3.96.1 The student will use print or computer sources to gather information, take notes from these sources and accurately categorize the information.
- 3.96.2 The student will provide a list of print and digital bibliographic sources.
- 3.96.3 The student will write a summary of the information gathered from :his notes by paraphrasing and quoting sources.
- 3.96.4 The student will research questions, read multiple sources, take notes and organize the information.
- 3.96.5 The student will conduct a science research project, take notes and organize the data.
- 3.96.6 The student will refine or refocus the questions based on new evidence found through research.

Grade 7-12

3.97 When asked to research a question, the student will locate and take notes on relevant information from multiple print or electronic sources, evaluate the credibility and accuracy of sources, quote or paraphrase carefully to avoid plagiarism and use a standard citation format into a written summary, and generate additional related questions for further development of the research.

- 3.97.1 The student will use effective search terms to locate relevant information from print or computer sources, take notes from these sources and accurately categorize the information.
- 3.97.2 The student will cite sources used by following a standard format (e.g., MLA, APA).
- 3.97.3 The student will write a summary of the information gathered from :his notes by paraphrasing and quoting sources.
- 3.97.4 The student will generate additional research questions that shape the further development and focus of the investigation.
- 3.97.5 The student will use multiple sources to research self-generated questions, take notes and organize the information.
- 3.97.6 The student will write a response to the research questions integrating information selectively to maintain the flow of ideas.
- 3.97.7 The student will write a response to the task integrating information selectively to maintain the flow of ideas, being mindful of purpose and audience.

Grade 8

3.98 When asked to research a question, the student will locate and take notes on relevant information from multiple print or electronic sources, evaluate the credibility and accuracy of sources, quote or paraphrase carefully to avoid plagiarism and use a standard citation format into a written summary, and generate additional related questions for further development of the research.

- 3.98.1 The student will use effective search terms to locate relevant information from print or computer sources, take notes from these sources and accurately categorize the information.
- 3.98.2 The student will cite sources used by following a standard format (e.g., MLA, APA).
- 3.98.3 The student will write a summary of the information gathered from :his notes by paraphrasing and quoting sources.
- 3.98.4 The student will generate additional research questions that shape the further development and focus of the investigation.
- 3.98.5 The student will use multiple sources to research self-generated questions, take notes and organize the information.
- 3.98.6 The student will write a response to the research questions integrating information selectively to maintain the flow of ideas.
- 3.98.7 The student will write a response to the task integrating information selectively to maintain the flow of ideas, being mindful of purpose and audience.

Grade 9-10

3.99 When asked to research a question, the student will locate and take notes on relevant information from multiple print or electronic sources, evaluate the credibility and accuracy of sources, quote or paraphrase carefully to avoid plagiarism and use a standard citation format into a written summary, and generate additional related questions for further development of the research.

- 3.99.1 The student will use effective search terms to locate relevant information from print or computer sources, take notes from these sources and accurately categorize the information.
- 3.99.2 The student will cite sources used by following a standard format (e.g., MLA, APA).
- 3.99.3 The student will write a summary of the information gathered from :his notes by paraphrasing and quoting sources.
- 3.99.4 The student will generate additional research questions that shape the further development and focus of the investigation.
- 3.99.5 The student will use multiple sources to research self-generated questions, take notes and organize the information.
- 3.99.6 The student will write a response to the research questions integrating information selectively to maintain the flow of ideas.
- 3.99.7 The student will write a response to the task integrating information selectively to maintain the flow of ideas, being mindful of purpose and audience.

Grade 11-12**3.100 When asked to research a question, the student will locate and take notes on relevant information from multiple print or electronic sources, evaluate the credibility and accuracy of sources, quote or paraphrase carefully to avoid plagiarism and use a standard citation format into a written summary, and generate additional related questions for further development of the research.**

- 3.100.1 The student will use effective search terms to locate relevant information from print or computer sources, take notes from these sources and accurately categorize the information.
- 3.100.2 The student will cite sources used by following a standard format (e.g., MLA, APA).
- 3.100.3 The student will write a summary of the information gathered from his notes by paraphrasing and quoting sources.
- 3.100.4 The student will generate additional research questions that shape the further development and focus of the investigation.
- 3.100.5 The student will use multiple sources to research self-generated questions, take notes and organize the information.
- 3.100.6 The student will write a response to the research questions integrating information selectively to maintain the flow of ideas.
- 3.100.7 The student will write a response to the task integrating information selectively to maintain the flow of ideas, being mindful of purpose and audience.

4. MATHEMATICS

COUNTING AND CARDINALITY

Preschool

- 4.1 The student will count to :number, identify numbers in their printed form, and demonstrate an understanding of one-to-one correspondence.**
- 4.1.1 The student will discriminate between numbers and letters.
 - 4.1.2 The student will discriminate between numbers and other symbols within the environment (e.g. -signs in the school or classroom, clock).
 - 4.1.3 The student will recognize the numbers from 1 to 10 in printed form.
 - 4.1.4 The student will name one digit numerals.
 - 4.1.5 The student will use one-to-one correspondence when counting to :number.
 - 4.1.6 The student will count to :number by rote memory.
 - 4.1.7 The student will demonstrate one-to-one correspondence when matching objects.
 - 4.1.8 The student will demonstrate the ability to compare groups of objects by recognizing or using vocabulary such as more, less, same.

Kindergarten

- 4.2 The student will count to 100 by ones and by tens, identify number names from 1-100, and write numerals from 0-20.**
- 4.2.1 The student will count from 1 to 100 by ones.
 - 4.2.2 The student will skip count by tens to 100.
 - 4.2.3 The student will count forward, beginning from a given number instead of having to begin at 1.
 - 4.2.4 The student will name the whole number immediately before and immediately after a number, using a number chart or number line.
 - 4.2.5 The student will write numerals from 0 to 20.
 - 4.2.6 The student will represent a number of objects with a written numeral from 0-20 with 0 representing a set with no objects.
 - 4.2.7 The student will identify whole numbers 0-20.
 - 4.2.8 The student will recognize a number and be able to represent it with the correct number of objects.
- 4.3 The student will compare numerals and/or objects by identifying "greater than," "less than" or "equal to."**
- 4.3.1 When counting objects, the student will say the number names in the standard order and pair each object with one and only one number name, and each number name with one and only one object.
 - 4.3.2 When given a number from 1-20, the student will count out that many objects.
 - 4.3.3 The student will count the items in a set and state that the last counting word tells how many items are in the set.
 - 4.3.4 The student will count a group of objects and demonstrate that each successive number name refers to a quantity that is one larger.
 - 4.3.5 The student will count to answer "how many?" questions up to 20 objects arranged in a line, a rectangular array or a circle.
 - 4.3.6 The student will identify and compare different subsets within a set of number items to illustrate that the grouping does not affect the quantity in the set.
 - 4.3.7 The student will be able to identify the number in a set after counting it.
 - 4.3.8 The student will be able to indicate which group of objects is larger after counting.
- 4.4 The student will compare numerals and/or objects by identifying "greater than," "less than" or "equal to."**
- 4.4.1 The student will identify whether the number of objects in one group is "greater than," "less than," or "equal to" the number of objects in another group including groups of 10 (e.g., by using matching and counting).
 - 4.4.2 The student will compare two numbers between 1 and 10 presented as written numerals by using "greater than," "less than," or "equal to."

OPERATIONS AND ALGEBRAIC THINKING

Preschool

- 4.5 The student will add and subtract using concrete objects up to 10.**
- 4.5.1 The student will join groups of objects together up to 10 (e.g., "Three blue pegs, three yellow pegs, six pegs altogether").

- 4.5.2 The student will separate groups of objects up to 10 (e.g., "I have four carrot sticks. I'm eating one! Now I have 3").

Kindergarten

4.6 The student will add and subtract within 10 using objects, fingers, manipulatives, mental images, drawings, sounds, acting out, verbal expressions or equations.

- 4.6.1 The student will represent addition within 10 with objects, fingers, manipulatives, mental images, drawings, sounds, acting out, verbal expressions or equations.
- 4.6.2 The student will represent subtraction within 10 with objects, fingers, manipulatives, mental images, drawings, sounds, acting out, verbal expressions or equations.
- 4.6.3 The student will solve addition and subtraction word problems within 10 by using objects or drawings to represent the problem.

Grade 1

4.7 The student will represent and solve addition and subtraction problems within 20 using objects, drawings and equations.

- 4.7.1 The student will use addition within 20 to solve word problems by using objects, drawings, and equations.
- 4.7.2 The student will use subtraction within 20 to solve word problems by using objects, drawings and equations.
- 4.7.3 The student will compare numbers within 20 using "more than," "less than," and "equal to" by using objects, drawings and equations.
- 4.7.4 The student will solve word problems using addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings and equations.

4.8 The student will use the commutative and associative properties of addition and the mathematical relationship between addition and subtraction to solve problems using numbers from 1-20.

- 4.8.1 The student will use the commutative property of addition to solve problems using numbers from 1-20 (e.g., If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known).
- 4.8.2 The student will use the associative property of addition to solve problems using numbers from 1-20 (e.g., To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$).
- 4.8.3 The student will demonstrate the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$).

4.9 The student will add and subtract within 20 using objects, drawings or equations.

- 4.9.1 The student will relate counting to addition and subtraction by counting by 2's to add 2 from 2-20.
- 4.9.2 The student will use the math strategy (e.g., counting on to add, making groups of ten) to add and subtract numbers within 20.

4.10 The student will use addition and subtraction equations to solve problems within 20.

- 4.10.1 The student will identify the meaning of the equal sign by showing that the two sides of an addition or subtraction equation are the same number.
- 4.10.2 The student will determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

Grade 2

4.11 The student will use objects, drawings and equations to represent and solve problems involving addition and subtraction within 100.

- 4.11.1 The student will use addition within 100 to solve one- and two-step word problems by using objects, drawings and equations.
- 4.11.2 The student will use subtraction within 100 to solve one- and two-step word problems using objects, drawings and equations.
- 4.11.3 The student will compare numbers within 100 using "more than," "less than," and "equal to" with unknowns in all positions by using objects, drawings and equations.

4.12 The student will add and subtract within 20 without using objects, drawings or equations.

- 4.12.1 The student will add fluently within 20 using mental strategies.
- 4.12.2 The student will subtract fluently within 20 using mental strategies.

4.13 The student will differentiate between even and odd numbers.

- 4.13.1 The student will determine whether a group of objects (up to 20) has an odd or even number of members, (e.g., by pairing objects or counting them by 2s).
- 4.13.2 The student will write an equation to express an even number as a sum of two equal addends.

4.14 The student will represent multiplication with equal groups using arrays, concrete objects and skip counting by twos, and fives.

- 4.14.1 The student will create an array using concrete objects up to five rows and five columns.
- 4.14.2 The student will write an equation to express the total number of objects in the array as a sum of equal addends.

Grade 3

4.15 The student will represent and solve problems involving multiplication and division within 100.

- 4.15.1 The student will identify that multiplication is the total number of objects in equal number of groups of the same number objects (e.g., the product of 5×7 is the total number of objects in 5 groups of 7 objects).
- 4.15.2 The student will use multiplication within 100 to solve problems involving situations of equal groups, arrays and measurement quantities by using objects, drawings and equations.
- 4.15.3 The student will identify that division is the number of objects in each share when a group of objects is broken down into equal shares.
- 4.15.4 The student will use division within 100 to solve problems involving situations of equal groups, arrays and measurement quantities by using objects, drawings and equations.

4.16 The student will multiply and divide within 100 to solve math problems.

- 4.16.1 The student will solve multiplication problems within 100.
- 4.16.2 The student will solve division problems within 100.
- 4.16.3 The student will use a variety of strategies and tools, such as repeated addition or subtraction, equal jumps on the number line, and counters arranged in arrays to model multiplication and division problems.
- 4.16.4 The student will solve multiplication problems that contain multiples of 10 in the range of 10-90.

4.17 The student will solve two-step word problems using the operations of addition and subtraction.

- 4.17.1 When presented with word problems the student will identify which operation to use and correctly solve the problems.
- 4.17.2 The student will solve one-step word problems using the operations of addition and subtraction.
- 4.17.3 The student will solve two-step word problems using the operations of addition and subtraction.
- 4.17.4 The student will represent problems using equations with a letter standing for the unknown quantity.
- 4.17.5 The student will write a story problem that relates to addition or subtraction and write a number sentence to solve a problem related to the student's environment.

4.18 The student will solve two-step word problems using the operations of multiplication and division.

- 4.18.1 When presented with word problems the student will identify which operation to use and correctly solve the problems.
- 4.18.2 The student will solve one-step word problems using the operations of multiplication and division.
- 4.18.3 The student will solve two-step word problems using the operations of multiplication and division.
- 4.18.4 The student will represent problems using equations with a letter standing for the unknown quantity.
- 4.18.5 The student will write a story problem that relates to multiplication or division and write a number sentence to solve a problem related to the student's environment.

4.19 When solving math problems, the student will assess the reasonableness of his answers by using mental computation and estimation strategies including rounding.

- 4.19.1 The student will make reasonable estimates for whole number addition and subtraction problems.
- 4.19.2 The student will explain how the estimates for whole number addition and subtraction problems were obtained.
- 4.19.3 The student will use addition, subtraction and multiplication facts to compute single-digit problems using the four operations.

4.20 Given an arithmetic pattern, the student will identify the pattern.

- 4.20.1 The student will create and extend growing patterns using objects, numbers, and tables.
- 4.20.2 The student will describe how patterns are extended using manipulatives, pictures and numerical representations.
- 4.20.3 The student will identify patterns in number sequences (e.g., 2, 4, 6, 8).
- 4.20.4 The student will identify arithmetic patterns using an addition table or a multiplication table.
- 4.20.5 The student will know the properties of odd/even numbers as result of multiplication.

Grade 4

4.21 The student will use the basic operations of addition and subtraction with whole numbers to solve problems.

- 4.21.1 When presented with word problems, the student will identify which operation to use and correctly solve the problems.
- 4.21.2 The student will compute multistep problems using equations with a letter standing for the unknown quantity.
- 4.22 The student will use the operations of multiplication and division with whole numbers to solve problems.**
 - 4.22.1 When presented with word problems, the student will identify which operation to use and correctly solve the problems.
 - 4.22.2 The student will compute multistep problems using equations with a letter standing for the unknown quantity.
- 4.23 The student will find all factor pairs for a whole number in the range 1-100.**
 - 4.23.1 The student will identify that a whole number is a multiple of each of its factors.
 - 4.23.2 The student will identify all the one-digit factors of the whole number in the range 1-100.
 - 4.23.3 The student will identify prime numbers as the product of only 1 and the number and the student will name prime numbers to :number.
 - 4.23.4 The student will identify composite numbers.
 - 4.23.5 When given a whole number in the range 1-100, the student will determine whether it is prime or composite.
- 4.24 The student will identify, analyze and determine rules for describing numerical patterns involving operations and nonnumerical growing patterns.**
 - 4.24.1 The student will determine a rule for a growing pattern using objects, pictures, numbers and tables.
 - 4.24.2 The student will represent, and extend simple patterns involving multiples and other number patterns (e.g., square numbers) using objects, pictures, numbers and tables.
 - 4.24.3 The student will identify simple relationships in real-life contexts and use mathematical operations to describe the pattern.

Grade 5

- 4.25 The student will write and interpret numerical expressions that record calculations with numbers.**
 - 4.25.1 The student will correctly translate simple verbal expressions into algebraic expressions.
 - 4.25.2 When given an expression with parenthesis or brackets, the student will solve it.
- 4.26 The student will solve numerical patterns using given rules and identify the relationships between the corresponding terms in the patterns.**
 - 4.26.1 The student will solve numerical patterns using given rules.
 - 4.26.2 The student will identify apparent relationships between corresponding terms in the numerical patterns.

GEOMETRY

Preschool/Kindergarten

- 4.27 The student will recognize and respond to :number position (e.g. first, next, last) and spatial words (e.g. top, bottom, up, under).**
 - 4.27.1 The student will identify :number simple words related to order or position (first, last, next).
 - 4.27.2 The student will respond to :number simple words related to spatial concepts (top, bottom, in, on, under, up, down, in front of, behind).
 - 4.27.3 The student will spontaneously use both positional and spatial words during conversational exchanges.
 - 4.27.4 The student will demonstrate the meaning of positional words (in , under, between, down).
 - 4.27.5 The student will sort objects by size.
 - 4.27.6 The student will sort objects by color.
 - 4.27.7 The student will sort object by shape.

Preschool

- 4.28 The student will identify patterns in :his environment by reproducing or completing both known and novel patterns.**
 - 4.28.1 The student will reproduce a pattern from a visual model.
 - 4.28.2 The student will repeat or insert missing elements into given patterns.
 - 4.28.3 The student will create :his own pattern.
 - 4.28.4 The student will identify patterns in :his environment, including visual and non-visual patterns (e.g. stripes on a child's shirt, flowers outside, songs, chants).
- 4.29 The student will match and sort :number objects by specified attribute.**

- 4.29.1 The student will match objects by shape, size, and/or color.
- 4.29.2 The student will sort or match :number objects by shape, size, and/or color.
- 4.29.3 The student will match :number functionally-related objects. (e.g. fork and spoon).
- 4.29.4 The student will sort :number objects by feature (e.g. things with wheels, things that are round, things that are cold).
- 4.29.5 The student will sort :number objects by function (e.g. things you sit on, things you wear, things you read).
- 4.29.6 The student will sort :number of objects by class (e.g. animals, tools, food).

4.30 The student will identify :number shapes in :his environment.

- 4.30.1 The student will match :number two-dimensional shapes.
- 4.30.2 The student will identify :number basic shapes when presented to him in various forms and sizes.
- 4.30.3 The student will spontaneously identify two and three-dimensional shapes while engaged in play and other exploratory activities.
- 4.30.4 The student will use simple shapes to make designs, patterns, and pictures.

Kindergarten

4.31 The student will identify and describe shapes (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres).

- 4.31.1 The student will identify objects in the environment using names of shapes (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres).
- 4.31.2 The student will describe the relative positions of identified objects using terms such as above, below, beside, in front of, behind, and next to.
- 4.31.3 The student will correctly name shapes regardless of their orientations or overall size.
- 4.31.4 The student will identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

4.32 The student will analyze, compare, create and compose two- and three-dimensional shapes.

- 4.32.1 The student will analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities and parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).
- 4.32.2 The student will analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their differences and parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of unequal length).
- 4.32.3 The student will reproduce shapes in :his environment by building shapes using different materials (e.g., sticks, clay balls) and drawing shapes.
- 4.32.4 The student will compose simple shapes to form larger shapes (e.g., join two triangles with full sides touching to make a rectangle).

Grade 1

4.33 The student will represent two-dimensional (plane) shapes and three dimensional (solid) shapes and distinguish between their attributes.

- 4.33.1 The student will identify and describe plane figures including circles, triangles, squares and rectangles.
- 4.33.2 The student will identify and describe solid figures including spheres, cylinders, rectangular prisms, pyramids, cones and cubes.
- 4.33.3 The student will define the attributes of plane and solid shapes.
- 4.33.4 The student will group plane and solid shapes in like groupings.
- 4.33.5 The student will create plane and solid figures (e.g., make two triangles from a square) and describe the part-whole relationships, the attributes of the figures, and how they are different and similar.

4.34 The student will partition circles and rectangles into two and four equal parts and identify them as parts of a whole unit.

- 4.34.1 The student will partition circles and rectangles into two equal shares and use the word "halves" and the phrase "half of".
- 4.34.2 The student will partition circles and rectangles into four equal shares and use the words "fourths" and "quarters" and the phrases "fourth of" and "quarter of".
- 4.34.3 The student will demonstrate that decomposing shapes into more equal shares creates smaller shares.

Grade 2

4.35 The student will represent two-dimensional (plane) shapes and three dimensional (solid) shapes and distinguish between their attributes.

- 4.35.1 The student will identify and describe plane figures including triangles, quadrilaterals, pentagons and

hexagons.

4.35.2 The student will define the attributes of triangles, quadrilaterals, pentagons and hexagons.

4.36 The student will partition circles and rectangles into two, three and four equal parts and identify them as parts of a whole unit.

4.36.1 The student will partition circles and rectangles into two equal shares and use the word "halves" and the phrase "half of".

4.36.2 The student will partition circles and rectangles into four equal shares and use the words "fourths" and "quarters" and the phrases "fourth of" and "quarter of".

4.36.3 The student will demonstrate that decomposing shapes into more equal shares creates smaller shares.

4.36.4 The student will partition circles and rectangles into three equal shares and use the words "thirds", "two-thirds" and the phrases "a third of" and "two thirds of".

4.36.5 The student will describe the whole circle and/or rectangle as two halves, three thirds or four fourths.

4.36.6 The student will identify that equal shares of identical wholes need not have the same shape.

Grade 3

4.37 The student will show the identifying attribute of a quadrilateral by drawing rhombuses, rectangles, squares and examples of quadrilaterals that do not belong to any of these subcategories.

4.37.1 The student will determine the attributes that rhombuses, rectangles and squares have in common that categorizes them as quadrilaterals.

4.37.2 The student will draw examples of quadrilaterals that do not belong to any of the subcategories of rhombuses, rectangles and squares.

Grade 4

4.38 The student will measure angles and solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.

4.38.1 The student will draw, label and define an angle as two rays sharing a common endpoint (vertex).

4.38.2 The student will measure angles in whole-number degrees using a protractor and sketch angles of specified measure.

4.38.3 The student will solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, (e.g., by using an equation with a symbol for the unknown angle measure).

4.39 The student will draw and identify lines and angles and classify shapes by properties of their lines and angles.

4.39.1 The student will identify and draw points, lines, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines and identify these in two-dimensional figures.

4.39.2 The student will classify two-dimensional figures based on their attributes.

4.39.3 The student will identify right triangles.

4.39.4 When presented two and three-dimensional shapes the student will outline the symmetry in these shapes and correctly construct lines of symmetry.

Grade 5

4.40 The student will graph points on the coordinate plane to solve real-world and mathematical problems using two axes and a coordinate system that correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

4.40.1 The student will plot points in the first quadrant of a coordinate grid.

4.40.2 The student will identify that the first number in an ordered pair indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis.

Grade 6

4.41 The student will solve real-world and mathematical problems involving area, surface area and volume.

4.41.1 The student will calculate perimeter of basic geometric shapes drawn on a coordinate plane.

4.41.2 The student will find the area of right triangles, other triangles, special quadrilaterals and polygons.

4.41.3 The student will apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

4.41.4 The student will plot points to form basic geometric shapes.

Grade 7

4.42 The student will draw, construct and describe geometrical figures and the relationships between

them.

- 4.42.1 The student will solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
 - 4.42.2 The student will draw (freehand, with ruler and protractor and with technology) geometric shapes with given conditions.
 - 4.42.3 The student will construct triangles from three measures of angles or sides, indicating when the conditions determine a unique triangle, more than one triangle, or no triangle.
 - 4.42.4 The student will describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
- 4.43 The student will solve real-life and mathematical problems involving angle measure, area, surface area and volume.**
- 4.43.1 The student will identify and use the formulas for the area and circumference of a circle and use them to solve problems.
 - 4.43.2 The student will define the relationship between the circumference and area of a circle.
 - 4.43.3 The student will identify and use supplementary, complementary, vertical and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
 - 4.43.4 The student will solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Grade 8

4.44 The student will identify congruence and similarity using physical models, transparencies or geometry software.

- 4.44.1 The student will identify the properties of rotations, reflections and translations.
- 4.44.2 The student will define congruent figures.
- 4.44.3 The student will use dilations, translations, rotations, and reflections with two-dimensional figures using coordinates.
- 4.44.4 The student will define similar figures.

4.45 The student will use the Pythagorean Theorem to determine the unknown length of a side of a right triangle.

- 4.45.1 The student will apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
- 4.45.2 The student will apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

4.46 The student will solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

- 4.46.1 The student will use the formulas for the volumes of cones, cylinders and spheres and use them to solve real-world and mathematical problems.
- 4.46.2 The student will substitute given values into the formulas for volume of cones, cylinders and spheres.

NUMBERS AND OPERATIONS IN BASE TEN

Kindergarten

4.47 The student will break up a number into tens and ones from 11-19.

- 4.47.1 The student will compose a number from tens and ones from 11-19 by using objects or drawings.
- 4.47.2 The student will decompose a number into tens and ones from 11-19 by using objects or drawings.
- 4.47.3 The student will record each composition or decomposition using a drawing or equation (e.g., $18=10+8$).
- 4.47.4 The student will identify that the numbers from 11-19 are composed of one ten and any one digit number.
- 4.47.5 The student will identify the pair facts for 10 (e.g., $2+8=10$).

Grade 1

4.48 The student will count to 120, recognize the numbers in written format and write the numeral 1-120.

- 4.48.1 The student will count to 120.
- 4.48.2 The student will count to 120, starting at any number less than 120.
- 4.48.3 The student will read numerals up to 120.
- 4.48.4 The student will write numerals up to 120.
- 4.48.5 The student will use objects, drawings and equations to represent a written numeral up to 120.

- 4.48.6 The student will identify one more, one less, 10 more and 10 less than a given number up to 120 with or without a number grid.
- 4.48.7 The student will identify numbers missing from a counting sequence up to 120.
- 4.49 The student will identify place value by representing two digit numbers as groups of tens and ones.**
 - 4.49.1 The student will use objects and drawings to show that 10 can be thought of as a bundle of ten ones - called a "ten."
 - 4.49.2 The student will use objects and drawings to show the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
 - 4.49.3 The student will compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$, using drawing, objects and equations.
- 4.50 The student will use place value (e.g., grouping in ten's) and properties of operations (e.g., associative and commutative) to add and subtract within 100.**
 - 4.50.1 The student will solve two digit addition problems without regrouping.
 - 4.50.2 When given a two-digit number, the student will find 10 more or 10 less than the number, with or without a hundreds grid.
 - 4.50.3 The student will subtract multiples of 10 in the range 10-90 using concrete models or drawings.

Grade 2

- 4.51 The student will represent three digit numbers as groups of hundreds, tens and ones using place value.**
 - 4.51.1 The student will use objects and drawings to show the digits of a three-digit number represent bundles of hundreds, tens and ones (e.g., 706 equals 7 hundreds, 0 tens and 6 ones).
 - 4.51.2 The student will use objects and drawings to show that 100 is a bundle of ten tens called a "hundred."
 - 4.51.3 The student will use objects and drawings to show the numbers 100, 200, 300, 400, 500, 600, 700, 800 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
 - 4.51.4 The student will skip-count to 1000 by 5s, 10s, and 100s.
 - 4.51.5 The student will compare two three-digit numbers recording the results of comparisons with the symbols $>$, $=$, and $<$, using drawing, objects and equations.
 - 4.51.6 When given a three digit number, the student will verbally identify the place value of each digit (e.g., ones, tens, hundreds).
- 4.52 The student will read and write numbers to 1000 using base-ten numerals, number names and expanded form.**
 - 4.52.1 The student will read and write numbers to 1000 using numerals.
 - 4.52.2 The student will read and write numbers to 1000 using number names.
 - 4.52.3 The student will read and write numbers to 1000 using expanded form.
- 4.53 The student will use place value (e.g., grouping in hundreds and tens) and properties of operations (e.g., associative and commutative) to add and subtract within 1000.**
 - 4.53.1 The student will add within 1000 using concrete models or drawings.
 - 4.53.2 The student will mentally add 10 or 100 to a given number between 100 - 900.
 - 4.53.3 The student will mentally subtract 10 or 100 from a given number between 100 - 900.

Grade 3

- 4.54 The student will use place value to round whole numbers to the nearest 10 or 100.**
 - 4.54.1 The student will round a whole number to the nearest ten.
 - 4.54.2 The student will round a whole number to the nearest hundred.
- 4.55 The student will add and subtract within 1000 with or without regrouping.**
 - 4.55.1 The student will solve three digit addition problems without regrouping.
 - 4.55.2 The student will solve three digit addition problems with regrouping.
 - 4.55.3 The student will solve three digit subtraction problems without regrouping.
 - 4.55.4 The student will solve three digit subtraction problems with regrouping.
 - 4.55.5 The student will solve subtraction problems and use the inverse relationship between addition and subtraction to check the computations.

Grade 4

- 4.56 The student will identify the place value of each digit in a given number (e.g., ones, tens, hundreds), explain what the value is and compare two numbers.**
 - 4.56.1 The student will identify the place value of each digit (e.g., ones, tens, hundreds) in a multi-digit number.

- 4.56.2 When given a four digit number, the student will identify the value of each digit.
- 4.56.3 The student will compare two multi-digit numbers based on meaning of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- 4.57 The student will read and write multi-digit whole numbers using base-ten numerals, number names and expanded form up to one million.**
 - 4.57.1 The student will read and write multi-digit whole numbers using base-ten numerals.
 - 4.57.2 The student will read and write multi-digit whole numbers using number names.
 - 4.57.3 The student will write the equivalent numbers on ten ones, ten tens, ten hundred and will match the equivalents of each number with the number names.
 - 4.57.4 The student will read and write multi-digit whole numbers in expanded form.
- 4.58 The student will use place value to round a four digit whole number to any place.**
 - 4.58.1 The student will round a two digit whole number to the nearest ten.
 - 4.58.2 The student will round a three digit whole number to the nearest hundred.
- 4.59 The student will multiply a whole number of up to four digits by a one-digit whole number, and multiply a two-digit whole number by a two-digit whole number, and illustrate and explain the calculation by using equations, rectangular arrays and/or area models.**
 - 4.59.1 The student will multiply a one digit whole number by a one-digit whole number.
 - 4.59.2 The student will multiply two-digit whole numbers by two-digit whole numbers.
 - 4.59.3 The student will illustrate and explain multiplication calculations using equations, rectangular arrays and/or area models.
- 4.60 The student will find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors and illustrate and explain the calculation by using equations, rectangular arrays and/or area models.**
 - 4.60.1 The student will solve division problems of three-digit dividends and one-digit divisors.
 - 4.60.2 The student will illustrate and explain division calculations using equations, rectangular arrays and/or area models.

Grade 5

- 4.61 The student will identify the place value of each digit in a given number (e.g., ones, tens, hundreds, thousands, tenths, hundredths, thousandths), explain what the value is and compare two numbers.**
 - 4.61.1 When given a multi-digit number the student will identify the place value of each digit (e.g., ones, tens, hundreds, thousands, tenths, hundredths, thousandths).
 - 4.61.2 The student will compare two multi-digit numbers based on the meaning of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- 4.62 The student will read and write decimals to thousandths using base-ten numerals, number names and expanded form.**
 - 4.62.1 The student will read and write decimals to thousandths using base-ten numerals.
 - 4.62.2 The student will read and write decimals to thousandths using number names.
 - 4.62.3 The student will read and write decimals to thousandths in expanded form.
- 4.63 The student will use place value to round a decimal to any place (e.g., tenths, hundredths, thousandths).**
 - 4.63.1 The student will round a two-digit whole number to the nearest tenth.
 - 4.63.2 The student will round a three-digit whole number to the nearest hundredth.
 - 4.63.3 The student will round a four-digit whole number to the nearest thousandth.
- 4.64 The student will multiply multi-digit whole numbers.**
 - 4.64.1 The student will multiply a four-digit whole number by a two-digit whole number.
 - 4.64.2 The student will solve multiplication problems that contain multiples of 10 and 100 up to 1000.
- 4.65 The student will find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors and illustrate and explain the calculation by using equations, rectangular arrays and/or area models.**
 - 4.65.1 The student will solve division problems four-digit dividends and two-digit divisors.
 - 4.65.2 The student will illustrate and explain division calculations using equations, rectangular arrays and/or area models.
- 4.66 The student will add and subtract decimals to hundredths, using concrete models or drawings.**
 - 4.66.1 The student will solve addition problems involving decimals to the tenths .
 - 4.66.2 The student will solve subtraction problems involving decimals to the hundredths.

- 4.66.3 The student will solve addition problems involving decimals to the hundredths.
- 4.66.4 The student will solve subtraction problems involving decimals to the tenths.
- 4.67 The student will multiply and divide decimals to hundredths, using concrete models or drawings.**
 - 4.67.1 The student will solve multiplication problems involving decimals to the tenths .
 - 4.67.2 The student will solve division problems involving decimals to the hundredths.
 - 4.67.3 The student will solve multiplication problems involving decimals to the hundredths.
 - 4.67.4 The student will solve division problems involving decimals to the tenths.

MEASUREMENT AND DATA

Preschool

- 4.68 The student will identify :number vocabulary words that explore measurement (e.g. small, big, short, tall) and demonstrate an understanding of basic temporal relations (e.g. the sequence of a day, morning, afternoon, evening).**
 - 4.68.1 The student will sort or match objects according to measurable attributes (e.g. big, little, heavy, light, empty, full, tall, short).
 - 4.68.2 The student will describe pictures or objects by measurable attribute (e.g. big, little, heavy, light, tall, short).
 - 4.68.3 The student will demonstrate understanding of basic temporal relations (e.g. the sequence of the daily routine, morning, noon, afternoon, evening).
 - 4.68.4 The student will describe the time of day based on visual stimuli (e.g. the student sees the moon and says it is nighttime).

Kindergarten

- 4.69 The student will describe and compare measurable attributes of objects (e.g., length, weight).**
 - 4.69.1 The student will identify measurable attributes of objects (e.g., length, weight).
 - 4.69.2 The student will describe several measurable attributes of a single object.
 - 4.69.3 The student will directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. (e.g., directly compare the heights of two children and describe one child as taller/shorter).

Grade 1

- 4.70 The student will measure lengths using nonstandard measurements.**
 - 4.70.1 The student will order three objects by length.
 - 4.70.2 The student will compare the lengths of two objects by using a third object (e.g., the banana is bigger than the pencil, the eraser is smaller than the pencil).
 - 4.70.3 The student will express the length of an object as a whole number of length units using non standard units of measure (e.g., child's paces, beans, paper clips, tiles).
- 4.71 The student will tell and write time in hours and half-hours using analog and digital clocks.**
 - 4.71.1 When shown an analog clock, the student will identify the hands and numbers and the direction in which the hands move.
 - 4.71.2 When presented with several clock faces showing different times, the student will verbally indicate the time shown on each analog or digital clock face.
 - 4.71.3 When shown a clock, the student will tell and write time to the hour.
 - 4.71.4 When shown a clock, the student will tell and write time to the 1/2 hour.
 - 4.71.5 The student will identify a clock.
 - 4.71.6 The student will identify numbers on a clock.
 - 4.71.7 The student will be able to indicate the time on a clock to the hour.
 - 4.71.8 The student will be able to indicate the time on a clock to the 1/2 hour.
- 4.72 The student will represent and interpret data with up to three categories.**
 - 4.72.1 The student will collect, represent, ask and answer questions about the data in up to three categories using tables, tally marks, pictographs and bar graphs.
 - 4.72.2 The student will identify how many more or less are in one category than in another.

Grade 2

- 4.73 The student will measure and estimate lengths in standard units.**
 - 4.73.1 The student will measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.
 - 4.73.2 The student will measure the length of an object twice, using length units of different lengths for the two measurements (e.g., inches, feet).
 - 4.73.3 The student will compare how two measurements of the same object relate to the size of the unit

chosen (e.g., inches, feet).

- 4.73.4 The student will estimate lengths of objects using units of inches, feet, centimeters and meters.
- 4.73.5 The student will measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit (e.g., the table is 1 foot longer than the desk).
- 4.74 The student will solve problems involving length using addition and subtraction.**
 - 4.74.1 The student will use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.
 - 4.74.2 The student will use a number line of whole numbers to add and subtract problems involving length.
- 4.75 The student will tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.**
 - 4.75.1 When shown a clock, the student will tell time to the 1/4 hour.
 - 4.75.2 When shown a clock, the student will tell time in 5 minute increments.
 - 4.75.3 When shown a clock, the student will use additional visual cues to determine if it is a.m. or p.m.
- 4.76 The student will solve word problems involving dollar bills, quarters, dimes, nickels and pennies, using \$ and > symbols.**
 - 4.76.1 The student will identify common coins up to a quarter.
 - 4.76.2 The student will represent amounts up to a dollar using cent sign and decimal notation (\$0.00).
 - 4.76.3 The student will count any combination of coins up to one dollar.
 - 4.76.4 The student will solve word problems involving coins and dollar bills.
- 4.77 The student will generate, represent and interpret data with up to four categories.**
 - 4.77.1 The student will draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.
 - 4.77.2 The student will solve simple put-together, take-apart and compare problems using information presented in a bar graph.

Grade 3

- 4.78 The student will tell and write time to the nearest minute and measure time intervals in minutes.**
 - 4.78.1 The student will tell, show and write time to the nearest minute on an analog clock.
 - 4.78.2 The student will tell and write time in digital notation.
 - 4.78.3 The student will solve word problems involving addition and subtraction of time intervals in minutes.
- 4.79 The student will measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).**
 - 4.79.1 The student will measure liquid volumes using standard units of liters (l).
 - 4.79.2 The student will measure masses of objects using standard units of grams (g) and kilograms (kg).
 - 4.79.3 The student will estimate liquid volumes using standard units of liters (l).
 - 4.79.4 The student will estimate masses of objects using standard units of grams (g) and kilograms (kg).
 - 4.79.5 The student will add, subtract, multiply or divide to solve one-step word problems involving masses or volumes that are given in the same units (e.g., by using drawings [such as a beaker with a measurement scale] to represent the problem).
- 4.80 The student will draw and analyze a scaled picture graph and a scaled bar graph representing a data set with several categories.**
 - 4.80.1 The student will draw a scaled picture graph.
 - 4.80.2 The student will draw a scaled bar graph.
 - 4.80.3 The student will solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets).
 - 4.80.4 The student will use a key to answer questions about the data on a graph.
- 4.81 The student will generate measurement data by measuring length using rulers marked with halves and fourths of an inch.**
 - 4.81.1 The student will measure concrete objects using rulers marked with halves and fourths of an inch.
 - 4.81.2 The student will show the data by making a line plot, where the horizontal scale is marked off in appropriate units- whole numbers, halves or quarters.
- 4.82 The student will identify that "a unit square" is the measurement used when finding the area of a square or rectangle.**
 - 4.82.1 The student will identify that a square that is 1 unit on a side, is the standard unit for measuring area.
 - 4.82.2 The student will measure areas by counting unit squares (square cm, square m, square in, square ft and improvised units).
- 4.83 The student will calculate an area using multiplication or addition.**

- 4.83.1 The student will find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths.
- 4.83.2 The student will multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world and mathematical problems.
- 4.84 The student will solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, and drawing rectangles with the same perimeter and different areas or with the same area and different perimeters.**
 - 4.84.1 The student will find the perimeter of a polygon when given the side lengths.
 - 4.84.2 The student will draw rectangles with the same perimeter and different areas or with the same area and different perimeters.

Grade 4

- 4.85 The student will solve problems by converting measurements from a larger unit to a smaller unit.**
 - 4.85.1 The student will identify relative sizes of measurement units within one system of units (e.g., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec).
 - 4.85.2 The student will express measurements in a larger unit in terms of a smaller unit within a single system of measurement.
 - 4.85.3 The student will use the four operations to solve word problems involving converting larger units into a smaller unit.

Grade 5

- 4.86 The student will convert different sized standard measurement units with a given measurement system (e.g., convert 5 cm to 0.05 m) and use the conversions to solve multi-step, real-world and mathematical problems.**
 - 4.86.1 The student will convert different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m).
 - 4.86.2 The student will use conversions among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) in solving multi-step, real-world problems.
- 4.87 The student will represent and interpret data that includes fractions.**
 - 4.87.1 The student will make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$).
 - 4.87.2 The student will solve problems involving all four operations and fractions by using information presented in line plots (e.g., from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection).
- 4.88 The student will demonstrate that finding volume is related to the operations of multiplication and addition, use the formula $V = l \times w \times h$ and $V = b \times h$ and solve real world and mathematical problems involving volume.**
 - 4.88.1 The student will find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base.
 - 4.88.2 The student will represent threefold whole-number products as volumes, (e.g., to represent the associative property of multiplication).
 - 4.88.3 The student will apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
 - 4.88.4 The student will find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, and apply this technique to solve real-world problems.

NUMBERS AND OPERATIONS - FRACTIONS**Grade 3**

- 4.89 The student will demonstrate that a fraction is the quantity formed by parts when a whole is partitioned into equal parts.**
 - 4.89.1 The student will identify fractions as a part of a whole unit or set of objects using manipulative materials, visual models and illustration to name and represent unit fractions (e.g., $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{10}$).
 - 4.89.2 The student will identify the denominator of a fraction as the number of equal parts of the unit whole and the numerator of a fraction as the number of equal parts being considered.

- 4.89.3 The student will define regions and sets of objects as a whole and divide the whole into equal parts using a variety of objects, models and illustrations.

4.90 The student will identify a fraction as a number on the number line diagram.

- 4.90.1 Using concrete materials and visual models, the student will find the locations of unit fractions of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ on a number line.
- 4.90.2 The student will represent a fraction on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into equal parts.
- 4.90.3 The student will demonstrate that each fractional part between 0 and 1 is the same size and that the endpoint of the part based at 0 locates the first unit fraction on the number line.
- 4.90.4 The student will use concrete materials and visual models to identify equal parts of a group of items as fractions using groups containing numbers up to :number items and fractions (e.g., $\frac{1}{5}$, $\frac{1}{4}$, $\frac{3}{4}$).
- 4.90.5 The student will use the number line diagram to show that equal parts of the whole can be written as fractions (e.g., $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$).

4.91 The student will identify two fractions as equivalent (equal) if they are the same size or the same point on a number line.

- 4.91.1 The student will find equivalent fractions using concrete materials, pictorial representations and a number line.
- 4.91.2 When given a fraction, the student will correctly write the equivalent fraction (e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$).
- 4.91.3 The student will explain why fractions are equivalent, by using a visual fraction model or a number line.
- 4.91.4 The student will express whole numbers as fractions and recognize fractions that are equivalent to whole numbers (e.g., Express 3 in the form $3 = \frac{3}{1}$, recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram).
- 4.91.5 The student will compare two fractions with the same denominator using the symbols $>$, $=$, or $<$, and justify the conclusions by using a visual fraction model or a number line.

Grade 4

4.92 The student will compare two fractions with different numerators and different denominators, (e.g., by creating common denominators or by comparing to a benchmark fraction such as $\frac{1}{2}$) and record the results of the comparisons with $>$, $=$, or $<$, and justify the conclusions, (e.g., by using a visual fraction model).

- 4.92.1 The student will create and write an equivalent fraction by multiplying the numerator and denominator by the same number.
- 4.92.2 The student will use drawings to demonstrate that equivalent fractions have the same value or represent the same part of a given object.
- 4.92.3 When presented with simple word problems that require the comprehension of fractions (e.g., $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) as being part of a whole, the student will read the problems and provide the answers.
- 4.92.4 The student will record the results of the comparisons of two fractions with different numerators and different denominators with $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model).

4.93 The student will identify that a fraction with a numerator greater than one is a sum of fractions with a numerator of 1 and the same denominator (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$).

- 4.93.1 The student will demonstrate that addition and subtraction of fractions is joining and separating parts referring to the same whole.
- 4.93.2 The student will separate a fraction (decompose) into a sum of fractions with the same denominator in more than one way, and record each decomposition by an equation and justify decompositions by using a visual fraction model.
- 4.93.3 The student will solve addition and subtraction problems of mixed numbers with like denominators.

4.94 The student will multiply a fraction by a whole number.

- 4.94.1 The student will solve word problems involving multiplication of a fraction by a whole number, by using visual fraction models and equations to represent the problem (e.g., If each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed?).

4.95 The student will use decimal notation for fractions and compare decimals to the equivalent fraction.

- 4.95.1 The student will solve problems with decimal numbers and convert the numbers to equivalent fractions in tenths or hundredths.

Grade 5**4.96 The student will add and subtract fractions and mixed numbers with unlike denominators.**

- 4.96.1 The student will add fractions with unlike denominators.
- 4.96.2 The student will solve word problems involving addition of fractions.
- 4.96.3 The student will solve problems involving subtraction of fractions.
- 4.96.4 The student will subtract fractions with unlike denominators.

4.97 The student will multiply and divide fractions and mixed numbers with unlike denominators.

- 4.97.1 The student will multiply fractions with unlike denominators.
- 4.97.2 The student will solve word problems involving multiplication and division of fractions.
- 4.97.3 The student will solve problems by dividing whole numbers by a fraction.
- 4.97.4 The student will solve problems by multiplying fractions.

4.98 The student will find the area of a rectangle with fractional sides.

- 4.98.1 The student will find the area of a rectangle with fractional side lengths using concrete materials.
- 4.98.2 The student will multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

4.99 The student will divide unit fractions by whole numbers and whole numbers by unit fractions.

- 4.99.1 The student will divide a unit fraction by a whole number.
- 4.99.2 The student will divide a whole number by a unit fraction.
- 4.99.3 The student will solve real-world problems using division of unit fractions.

RATIOS AND PROPORTIONAL RELATIONSHIPS**Grade 6****4.100 Given real-world and mathematical problems involving whole numbers, the student will use ratio and unit rate reasoning to solve the problems.**

- 4.100.1 The student will use ratio language to describe a relationship between two quantities (e.g., "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.").
- 4.100.2 The student will use rate language to describe the relationship between a unit rate and the associated ratio (e.g., "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar").
- 4.100.3 The student will make tables of equivalent ratios relating quantities with whole-number measurements.
- 4.100.4 The student will use tables to compare ratios.
- 4.100.5 The student will solve unit rate problems including those involving unit pricing and constant speed (e.g., If it took 7 hours to mow 4 lawns, at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?).
- 4.100.6 The student will solve percent problems, involving percent, rate and base.
- 4.100.7 The student will use ratio reasoning to convert measurement units and manipulate and transform units appropriately when multiplying or dividing quantities.

Grade 7**4.101 Given real-world and mathematical problems involving fractions, the student will use ratio and unit rate reasoning to solve the problems.**

- 4.101.1 The student will compute unit rates associated with ratios.
- 4.101.2 The student will solve word problems using ratio and unit rate in everyday life.
- 4.101.3 When given word problems, the student will correctly set up proportions and solve for them.
- 4.101.4 The student will solve word problems involving simple interest, tax, markups, markdowns, gratuities, commissions, fees, percent increase and decrease, percent error.

THE NUMBER SYSTEM**Grade 6****4.102 The student will divide fractions with like and unlike denominators and solve word problems involving division of fractions.**

- 4.102.1 The student will divide fractions with like denominators.
- 4.102.2 The student will divide fractions with unlike denominators.
- 4.102.3 The student will solve math problems requiring the division of fractions and mixed numbers.

4.103 The student will compute using multi-digit numbers and find common factors and multiples.

- 4.103.1 The student will fluently divide multi-digit numbers.
- 4.103.2 The student will fluently add, subtract, multiply and divide multi-digit decimals.

- 4.103.3 The student will find the greatest common factor of two whole numbers less than or equal to 100.
- 4.103.4 The student will find the least common multiple of two whole numbers less than or equal to 12.
- 4.103.5 The student will use the distributive property for addition and multiplication.

4.104 The student will locate positive and negative rational numbers on a horizontal or vertical number line and on a coordinate plane.

- 4.104.1 The student will plot lines on the coordinate plane with negative number coordinates and identify that when two ordered pairs differ only by signs, the locations of the points are reflections across one or both axes.
- 4.104.2 The student will identify opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, (e.g., $-(-3) = 3$, and that 0 is its own opposite).
- 4.104.3 The student will find and position integers and other rational numbers on a horizontal or vertical number line diagram.
- 4.104.4 The student will use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

4.105 The student will order positive and negative rational numbers and identify the absolute value of rational numbers.

- 4.105.1 The student will locate, order and compare positive and negative rational numbers using a number line.
- 4.105.2 When given inequalities (e.g., $x > 2$), the student will correctly graph them on a number line.
- 4.105.3 The student will write, interpret and explain statements of order for rational numbers in real-world contexts (e.g., write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C).
- 4.105.4 The student will define the absolute value and determine the absolute value of rational positive and negative numbers.

4.106 The student will solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.

- 4.106.1 Using ordered pairs of numbers and graph paper, the student will correctly locate points on a grid using both positive and negative coordinates.
- 4.106.2 The student will use coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Grade 7

4.107 The student will add and subtract rational numbers and represent addition and subtraction on a horizontal or vertical number line diagram.

- 4.107.1 The student will identify sums of rational numbers in real-world contexts.
- 4.107.2 The student will demonstrate that subtraction of rational numbers is adding the additive inverse (e.g., $p - q = p + (-q)$).
- 4.107.3 The student will show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
- 4.107.4 The student will add and subtract rational numbers.

4.108 The student will solve real-world and mathematical problems involving the four operations with rational numbers.

- 4.108.1 The student will solve mathematical problems involving the operations of addition and subtraction with rational numbers.
- 4.108.2 The student will solve mathematical problems involving the operation of multiplication with rational numbers.
- 4.108.3 The student will solve mathematical problems involving the operation of division with rational numbers.
- 4.108.4 The student will convert a rational number to a decimal using long division.
- 4.108.5 The student will demonstrate that the decimal form of a rational number terminates in 0s or eventually repeats.

Grade 8

4.109 The student will differentiate between rational and irrational numbers by identifying the differences in their decimal expansions.

- 4.109.1 The student will classify numbers as rational or irrational, knowing that rational numbers can be expressed as terminating or repeating decimals and irrational numbers can be expressed as non-terminating, non-repeating decimals.
- 4.109.2 The student will use rational approximations of irrational numbers to compare them and locate them

on a number line diagram.

- 4.109.3 The student will use rational approximations of irrational numbers to estimate the value of given expressions (e.g., π^2).

EXPRESSIONS AND EQUATIONS

Grade 6

4.110 The student will write and compare numerical expressions involving whole-number exponents.

- 4.110.1 The student will use the exponential form of powers to demonstrate repetitive multiplication (e.g., $5 \times 5 = 5^2$).
- 4.110.2 When presented with numbers with exponents, the student will correctly convert them to repetitive multiplication.

4.111 The student will write, read and solve expressions in which letters stand for numbers.

- 4.111.1 The student will identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient).
- 4.111.2 When solving problems, the student will correctly substitute assigned values into variable expressions and evaluate them using the rules for order of operations.
- 4.111.3 When presented with numerical expressions with or without exponents, the student will evaluate them using the correct order of operations (e.g., PEMDAS: parenthesis, exponents, multiplication, division, addition, subtraction).
- 4.111.4 The student will use substitution to determine whether a given number in a specified set makes an equation or inequality true.
- 4.111.5 The student will apply the properties of operations to generate equivalent expressions (e.g., apply the distributive property to $3(2 + x)$ to produce the equivalent expression $6 + 3x$).
- 4.111.6 The student will identify when two expressions are equivalent.

4.112 The student will use variables to represent two quantities in a real-world problem that change in relationship to one another (e.g., In a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write an equation d to represent the relationship between distance and time).

- 4.112.1 The student will write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.
- 4.112.2 The student will demonstrate the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

Grade 7

4.113 The student will use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities.

- 4.113.1 The student will solve word problems leading to equations.
- 4.113.2 The student will solve word problems leading to inequalities.
- 4.113.3 The student will graph the solution set of the inequality and interpret it in the context of the problem (e.g., As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make and describe the solutions).

Grade 8

4.114 The student will work with radicals and integer exponents using expressions and equations.

- 4.114.1 The student will identify and apply the properties of integer exponents to generate equivalent numerical expressions (e.g., $32 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$).
- 4.114.2 The student will use square root and cube root symbols to represent solutions to equations (e.g., $x^2 = p$).
- 4.114.3 The student will evaluate square roots of small perfect squares and cube roots of small perfect cubes.
- 4.114.4 The student will demonstrate why the square root of 2 is irrational.

4.115 The student will perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used.

- 4.115.1 The student will use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading).
- 4.115.2 The student will interpret scientific notation that has been generated by technology.

4.116 The student will identify the connections between proportional relationships, lines, and linear equations by defining and using slope.

- 4.116.1 When presented with graphing problems, the student will correctly determine the slope of each line and define slope as a constant rate of change.
- 4.116.2 When presented with the slope and the y-intercept, the student will write the correct equation of the line.
- 4.116.3 The student will correctly solve linear systems ($y = mx + b$ format) of equations graphically.
- 4.117 The student will solve linear equations and pairs of simultaneous linear equations.**
 - 4.117.1 The student will solve single-variable linear equations and inequalities, including those that must be simplified on one side or those with variables on both sides of an equation.
 - 4.117.2 The student will give examples of linear equations in one variable with one solution, infinitely many solutions or no solutions.
 - 4.117.3 The student will solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
 - 4.117.4 The student will analyze and solve pairs of simultaneous linear equations.
 - 4.117.5 The student will solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations.
 - 4.117.6 The student will solve real-world and mathematical problems leading to two linear equations in two variables.

STATISTICS AND PROBABILITY

Grade 6

- 4.118 The student will formulate questions and answer the questions involving probability by organizing and analyzing data.**
 - 4.118.1 The student will formulate questions that can be answered through data collection and analysis.
 - 4.118.2 The student will graphically summarize data of a single variable using histograms and box-and-whisker plots.
 - 4.118.3 The student will compute the mean and median of a numerical characteristic and relate these values to the histogram of the data.
 - 4.118.4 The student will use graphical representations and numerical summaries to answer questions and interpret data.
 - 4.118.5 The student will formulate a question to be asked about a single topic.
 - 4.118.6 The student will gather data about a single topic.
 - 4.118.7 The student will make a graph using the data.
 - 4.118.8 The student will analyze the data using a graph.

Grade 7

- 4.119 The student will use random sampling to draw inferences about a population.**
 - 4.119.1 The student will use statistics to gain information about a population by examining a sample of the population.
 - 4.119.2 The student will identify that generalizations about a population from a sample are valid only if the sample is representative of that population.
 - 4.119.3 The student will explain how random sampling produces representative samples and supports valid inferences.
 - 4.119.4 The student will use data from a random sample to draw inferences about a population with an unknown characteristic of interest.
 - 4.119.5 The student will generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions (e.g., estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data).
 - 4.119.6 The student will gauge how far off the estimate or prediction made through the generation of multiple samples of the same size might be.
- 4.120 The student will draw informal comparative inferences about two populations.**
 - 4.120.1 The student will compare two sets of data by using the measures of central tendency.
 - 4.120.2 The student will create and overlay a dot plot over another plot to compare the two distributions.
- 4.121 The student will investigate and identify chance processes and probability events.**
 - 4.121.1 The student will identify that the probability of a chance event is a number between 0 and 1.
 - 4.121.2 The student will determine the probability of a single event by performing a simple experiment (e.g., flipping dice, flipping a coin) and chart the results.
 - 4.121.3 The student will design and conduct an experiment to test predictions and compare actual results by charting both the predictions and the actual results.

- 4.121.4 The student will find probabilities of compound events using organized lists, tables, tree diagrams and simulation.
- 4.121.5 The student will demonstrate that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
- 4.121.6 The student will represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams.

Grade 8

4.122 The student will investigate patterns of association in bivariate data.

- 4.122.1 The student will construct and interpret scatter plots for bivariate measurement data.
- 4.122.2 The student will identify patterns such as clustering, outliers, positive or negative association, linear association and nonlinear association.
- 4.122.3 The student will estimate, interpret and use lines fit to bivariate data.

High School

4.123 The student will solve probability problems involving independent events.

- 4.123.1 The student will use brackets ({ }) to enclose subsets of the sample space :number times.
- 4.123.2 The student will use the formula for simple probability correctly :number times.
- 4.123.3 The student will designate the union, intersect, and complements of two given sets :number times.

4.124 The student will find conditional probabilities.

- 4.124.1 The student will construct two-way frequency tables :number times.
- 4.124.2 The student will use two-way frequency tables as a sample space to approximate conditional probabilities :number times.
- 4.124.3 The student will correctly differentiate between "the probability of A given B" and "the probability of B given A" for any conditions A and B :number times.

4.125 The student will use the formulas for independent probability.

- 4.125.1 The student will use the formula for simple probability correctly :number times.
- 4.125.2 The student will solve :number problems involving the union and intersection of two sets.
- 4.125.3 The student will solve :number problems involving the complement of a set.
- 4.125.4 The student will solve :number problems involving the formula for $P(A \text{ and } B)$ for independent events A and B.

4.126 The student will use rules of probability to compute probabilities of :number compound events.

- 4.126.1 The student will find, for :number compound events A and B, $P(A \text{ or } B)$ using the addition rule.
- 4.126.2 The student will find, for :number compound events A and B, $P(A \text{ and } B)$ using the multiplication rule.

4.127 The student will describe collected data.

- 4.127.1 The student will represent :number data sets using dot plots on a real number line.
- 4.127.2 The student will represent :number data sets using histograms on a real number line.
- 4.127.3 The student will represent :number data sets using box and whisker plots on a real number line.
- 4.127.4 The student will compare :number groups of two or more data sets using the best measure of central tendency (mean or median).

4.128 The student will construct and correctly use two-way frequency tables.

- 4.128.1 The student will construct :number two-way frequency tables.
- 4.128.2 The student will find :number relative frequencies for two categories using two-way frequency tables.

4.129 The student will construct and use scatterplots.

- 4.129.1 The student will use the graphing calculator to create :number scatterplots comparing two quantitative variables.
- 4.129.2 The student will use :number scatterplots to describe linear correlation.

4.130 The student will use the graphing calculator to model and interpret linear behavior.

- 4.130.1 The student will identify :number slopes of regression lines using the graphing calculator.
- 4.130.2 The student will identify :number y - intercepts of regression lines using the graphing calculator.
- 4.130.3 The student will identify :number relationships between two quantities as causal or correlated.

4.131 The student will use the graphing calculator to show :number examples of non-linear behavior.

- 4.131.1 The student will categorize :number data sets as having exponential behavior using the regression capabilities of the graphing calculator.
- 4.131.2 The student will categorize :number data sets as having quadratic behavior using the regression capabilities of the graphing calculator.

4.132 The student will summarize, represent, and interpret data on a single count or measurement variable.

- 4.132.1 The student will estimate areas and percentages under :number normal curves using the graphing calculator.
- 4.132.2 The student will reject the normal curve when the data is inappropriate for the normal curve.
- 4.133 The student will use the data from :number samples to estimate univariate statistics for the population.**
 - 4.133.1 The student will use data from :number sample surveys to estimate a population mean or proportion.
 - 4.133.2 The student will use the data from :number randomized experiments to compare two treatments.
 - 4.133.3 The student will calculate the margin of error from the sample size and confidence interval for :number data sets.

PRE-ALGEBRA /ALGEBRA

High School

- 4.134 The student will correctly identify and plot values for any point requested given x and y values.**
 - 4.134.1 The student will be able to plot the x and y value of a coordinate.
 - 4.134.2 The student will be able to identify four points in all four quadrants.
 - 4.134.3 The student will be able to plot the given x and y values and connect to create a line.
 - 4.134.4 The student will use the calculator to graph a line.
 - 4.134.5 The student will use the graphing calculator to determine the coordinates of a line.
 - 4.134.6 The student will be able to identify the y intercept when given an equation in the $y = mx + b$ form.
 - 4.134.7 The student will be able to identify the slope when given an equation in the $y = mx + b$ form.
- 4.135 The student will become familiar with aspects of radical numbers.**
 - 4.135.1 The student will state what irrational numbers are.
 - 4.135.2 The student will be able to recognize numbers as irrational or rational when given a list.
 - 4.135.3 The student will memorize the perfect square numbers.
 - 4.135.4 The student will learn how to break down an irrational number into radical form.
 - 4.135.5 The student will be able to add "like" radicals.
 - 4.135.6 The student will be able to subtract "like" radicals.
 - 4.135.7 The student will be able to multiply radicals.
 - 4.135.8 The student will be able to divide radicals.
 - 4.135.9 After performing a basic operation, the student will be able to simplify the radical.
- 4.136 The student will learn to factor equations into simplest form.**
 - 4.136.1 The student will be able to factor using the Greatest Common Factor method.
 - 4.136.2 The student will be able to factor using the Difference of Two Squares method.
 - 4.136.3 The student will be able to factor using the Trinomial method.
 - 4.136.4 The student will be able to use two methods of factoring for one equation.
 - 4.136.5 The student will be able to determine which method of factoring should be used for a given equation.
- 4.137 The student will be able to determine the different functions of statistics.**
 - 4.137.1 The student will be able to calculate the mean from a list of :number numbers.
 - 4.137.2 The student will be able to determine the median for a list of :number numbers.
 - 4.137.3 The student will be able to pick the mode from a list of :number or more numbers.
 - 4.137.4 The student will distinguish between the mean, median and mode when given a list of :numbers.
 - 4.137.5 The student will be able to distinguish between the mean, median and mode when given a list of :number numbers.
 - 4.137.6 When given :number numbers, the student will be able to create a histogram.
 - 4.137.7 When given :number numbers, the student will be able to create a cumulative histogram.
 - 4.137.8 The student will be able to determine the mean, median and mode when given a table of :number numbers or a histogram.
 - 4.137.9 The student will be able to record the median by interpreting a box and whisker plot.
 - 4.137.10 The student will be able to choose the mean from a stem and leaf diagram.
 - 4.137.11 When given :number numbers, the student will be able to create a box and whisker plot.
 - 4.137.12 When given :number numbers, the student will be able to create a stem and leaf diagram.
- 4.138 The student will be able to correctly identify the various properties of math.**
 - 4.138.1 The student will be able to correctly recognize the additive inverse and multiplicative inverse.
 - 4.138.2 The student will be able to distinguish between the associative, distributive and commutative properties.
 - 4.138.3 The student will be able to apply the properties to the various operations of math (multiplication, division, addition and subtraction).

4.139 The student will be able to solve mathematical operations with fractions.

- 4.139.1 The student will learn how to add/subtract two fractions with the same denominators.
- 4.139.2 The student will be able to solve simple fractions using the method of division/multiplication.
- 4.139.3 The student will be able to add/subtract fractions with different denominators.
- 4.139.4 The student will be able to divide/multiply fractions of different denominators.
- 4.139.5 The student will be able to solve for a variable within a fraction.
- 4.139.6 The student will be able to set up and solve proportions.

NUMBER AND QUANTITY: BASIC ALGEBRA**High School****4.140 The student will identify, define, and order the subsets of real numbers.**

- 4.140.1 The student will demonstrate using :number Venn diagrams, tables, or lists that whole numbers are a subset of the set of integers, integers are a subset of the rational numbers, and rational numbers are a subset of the real numbers :number times.
- 4.140.2 The student will demonstrate using :number tables that whole numbers are a subset of the set of integers, integers are a subset of the rational numbers, and rational numbers are a subset of the real numbers.
- 4.140.3 The student will correctly categorize :number numbers as irrational.
- 4.140.4 The student will order mixed subsets of real numbers on a number line :number times.
- 4.140.5 The student will use the calculator to convert between fractions and decimals :number times.
- 4.140.6 The student will make :number conversions between decimals and percent by moving the decimal two places.

4.141 The student will solve :number problems comprised of real numbers or algebraic expressions with real number coefficients using the four basic operations and their properties.

- 4.141.1 The student will solve :number problems involving arithmetic and algebraic expressions using the commutative and associative properties of addition and multiplication.
- 4.141.2 The student will solve :number problems involving arithmetic and algebraic expressions using the distributive property of multiplication over addition or subtraction (e.g., $2(x + 7)$ is the same as $2x + 14$).
- 4.141.3 The student will use the additive identity and additive inverse properties to rewrite :number expressions (e.g., $5x + 3 - 3$ is the same as $5x$).
- 4.141.4 The student will use the multiplicative identity and multiplicative inverse or reciprocal properties to rewrite :number expressions (e.g., $x \cdot \frac{1}{x}$ is the same as $x \cdot \frac{1}{x} = 1$).
- 4.141.5 The student will state that a fraction is undefined if the denominator is zero when presented with sample equations/expressions.

4.142 The student will solve :number problems comprised of terms including exponents and roots.

- 4.142.1 The student will rewrite :number expressions involving the products of exponential terms with like bases.

4.143 The student will use consistent measure and solve :number problems involving measurement.

- 4.143.1 The student will make units consistent in problems containing mixed units of measure, i.e., all feet, all meters, etc.
- 4.143.2 The student will use consistent measure when constructing data charts such as histograms and dot plots.

4.144 The student will solve :number problems comprised of real numbers or algebraic expressions with real number coefficients using the four basic operations and their properties.

- 4.144.1 The student will solve :number problems involving arithmetic and algebraic expressions using the commutative and associative properties of addition and multiplication.
- 4.144.2 The student will solve :number problems involving arithmetic and algebraic expressions using the distributive property of multiplication over addition or subtraction (e.g., $2(x + 7)$ is the same as $2x + 14$).
- 4.144.3 The student will use the additive identity and additive inverse properties to rewrite number expressions (e.g., $5x + 3 - 3$ is the same as $5x$).
- 4.144.4 The student will use the multiplicative identity and multiplicative inverse or reciprocal properties to rewrite :number expressions.
- 4.144.5 The student will state that a fraction is undefined if the denominator is zero :number times when presented with sample expressions or equations.

4.145 The student will solve number problems comprised of terms including exponents and roots.

- 4.145.1 The student will rewrite :number expressions involving the products of exponential terms with like bases.
- 4.145.2 The student will rewrite :number expressions involving exponential terms raised to a power.
- 4.145.3 The student will translate between :number expressions involving rational exponents and expressions involving radicals.
- 4.146 The student will use consistent measure and solve :number problems involving measure.**
 - 4.146.1 The student will make units consistent in problems containing mixed units of measure, i.e., all feet, all meters, etc.
 - 4.146.2 The student will use consistent measure when constructing data charts such as histograms and dot plots.
 - 4.146.3 The student will use consistent measure when constructing graphs.

FUNCTIONS

Grade 8

- 4.147 The student will define, evaluate and compare functions.**
 - 4.147.1 The student will define a function as a rule that assigns to each input exactly one output.
 - 4.147.2 The student will compare properties of two functions each represented in a different way (e.g., algebraically, graphically, numerically in tables, or by verbal descriptions).
- 4.148 The student will use functions to model relationships between quantities.**
 - 4.148.1 The student will construct a function to model a linear relationship between two quantities.
 - 4.148.2 The student will determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values.
 - 4.148.3 The student will interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
 - 4.148.4 The student will describe qualitatively the functional relationship between two quantities by analyzing a graph.
 - 4.148.5 The student will sketch a graph that exhibits the qualitative features of a function that has been described verbally.

High School

- 4.149 The student will determine if a relation is a function.**
 - 4.149.1 The student will define function as a rule that assigns elements of one set (the domain) to exactly one element on another set (the range).
 - 4.149.2 The student will use the vertical line test :number times to determine if a relation is a function.
 - 4.149.3 The student will use terminology such as $f(x)$:number times to denote the output of f corresponding to the input x .
- 4.150 The student will use function notation when solving problems involving functions.**
 - 4.150.1 The student will use terminology such as $f(x)$ to denote the output of f corresponding to the input x .
 - 4.150.2 The student will use alternate function names, such as $g(x)$ or $h(x)$ when the problem refers to those function names.
- 4.151 The student will describe linear and exponential functions that arise in problems in terms of the context.**
 - 4.151.1 The student will set an appropriate domain :number times for functions based upon the context of the problem.
 - 4.151.2 The student will graph :number linear functions and show intercepts manually and with the graphing calculator.
 - 4.151.3 The student will graph :number exponential functions.
- 4.152 The student will write :number functions in a format that makes it possible to find key features.**
 - 4.152.1 The student will use appropriate forms of :number quadratic functions to show zeros, extreme values, and symmetry and interpret these in terms of the context of the problem.
 - 4.152.2 The student will use the rate of change shown in :number exponential functions.
- 4.153 The student will build :number functions that model relationships between two quantities.**
 - 4.153.1 The student will determine :number linear functions from the context of the problem.
 - 4.153.2 The student will determine :number exponential functions from the context of the problem.
- 4.154 The student will write :number sequences as explicit functions and as recursive functions.**
 - 4.154.1 The student will write :number arithmetic and geometric sequences using an explicit formula.
 - 4.154.2 The student will write :number arithmetic and geometric sequences recursively.
 - 4.154.3 The student will translate between :number explicit and recursive forms of a function defining a

sequence.

4.155 The student will build :number transformations of given linear functions.

- 4.155.1 Given the graph of :number functions $f(x)$, the student will graph $f(x) + a$.
- 4.155.2 Given the graph of :number functions $f(x)$, the student will graph $f(x + a)$.
- 4.155.3 Given the graph of :number functions $f(x)$, the student will graph $-f(x)$.
- 4.155.4 Given the graph of :number functions $f(x)$, the student will graph $af(x)$.
- 4.155.5 Given :number graphs and graphs of their transformation, the student will describe the transformations.
- 4.155.6 The student will use the graphing calculator to check the graph of :number transformed functions.

4.156 The student will graph :number polynomial functions, showing key features.

- 4.156.1 The student will find zeros (roots) of :number polynomial functions, either by factoring or estimating using the graphing calculator.
- 4.156.2 The student will describe end behavior of :number polynomial functions.

4.157 The student will graph :number exponential showing key features.

- 4.157.1 Using the graphing calculator, the student will describe intercepts of :number exponential functions.
- 4.157.2 Using the graphing calculator, the student will describe end behavior of :number exponential functions.
- 4.157.3 Using the graphing calculator, the student graph :number examples of $f(x) = ex$ and will describe intercepts of the graph.
- 4.157.4 Using the graphing calculator, the student graph :number examples of $f(x) = ex$ and will describe end behavior of the graph.

4.158 The student will graph :number logarithmic functions, showing key features.

- 4.158.1 The student will use the graphing calculator to graph :number logarithmic functions, and describe intercepts.
- 4.158.2 The student will use the graphing calculator to graph :number logarithmic functions, and describe end behavior.

4.159 The student will graph :number trigonometric functions, showing key features.

- 4.159.1 The student will use the graphing calculator to graph :number trigonometric functions, showing period.
- 4.159.2 The student will use the graphing calculator to graph :number trigonometric functions, showing midline.
- 4.159.3 The student will use the graphing calculator to graph :number trigonometric functions, showing amplitude.

4.160 The student will build transformations of given functions.

- 4.160.1 Given the graph of :number functions $f(x)$, the student will graph $f(x) + a$.
- 4.160.2 Given the graph of :number functions $f(x)$, the student will graph $f(x + a)$.
- 4.160.3 Given the graph of :number functions $f(x)$, the student will graph $-f(x)$.
- 4.160.4 Given the graph of :number functions $f(x)$, the student will graph $af(x)$.
- 4.160.5 Given a :number graphs and a graphs of their transformation, the student will describe the transformations.
- 4.160.6 The student will use the graphing calculator to check the graph of :number transformed functions.
- 4.160.7 The student will write an expression for the inverse of :number given functions that have an inverse.
- 4.160.8 The student will recognize :number odd and even functions from their graphs.
- 4.160.9 The student will transform between :number exponential models and equivalent logarithmic models for bases 2, 10 and e.

4.161 The student will use properties of the unit circle to extend the domain of :number trigonometric functions.

- 4.161.1 The student will use the correct formula to convert between degrees and radians, within :number given problems.
- 4.161.2 The student will use and write :number coordinates of the unit circle using cos and sin as the coordinates.

4.162 The student will model periodic phenomenon with trigonometric functions.

- 4.162.1 The student will state the amplitude of :number trigonometric functions.
- 4.162.2 The student will state the period of :number trigonometric functions.
- 4.162.3 The student will state the midline of :number trigonometric functions.

4.163 The student will apply trigonometric identities.

- 4.163.1 When given the sin, cos, or tan of :number angles, the student will use the Pythagorean identify to find sin, cos, or tan and the quadrant of the angle.

- 4.163.2 When given the sin, cos, or tan of :number angles, the student will find possible quadrants of the angle.

COMPLEX NUMBER SYSTEM AND OPERATIONS INVOLVING COMPLEX OR IMAGINARY

NUMBERS

High School

4.164 The student will define complex or imaginary numbers and perform the four basic operations on complex number expressions.

- 4.164.1 The student will define i as the square root of -1 .
- 4.164.2 The student will simplify :number imaginary expressions so that the power of i is 1, or the term contains no imaginary part.
- 4.164.3 The student will graph :number imaginary numbers on the complex plane.
- 4.164.4 The student will apply rules for adding and subtracting :number pairs of imaginary numbers.
- 4.164.5 The student will apply rules for multiplying and dividing :number pairs of complex numbers.
- 4.164.6 The student will set the graphing calculator so it converts expressions to $a + bi$ form.
- 4.164.7 The student will solve :number quadratic equations with real coefficients that have complex zeros or roots.

GEOMETRY

High School

4.165 The student will correctly identify and plot values for any point given x and y values.

- 4.165.1 The student will be able to plot :number points to graph a parabola.
- 4.165.2 The student will be able to determine how to graph a parabola, a circle and a line.
- 4.165.3 The student will be able to read a line graph for information.
- 4.165.4 The student will use the calculator for purposes of graphing.

4.166 The student will be able to perform a transformation on a given point, line or figure.

- 4.166.1 The student will be able to rotate a point, line or figure 90 degrees.
- 4.166.2 The student will be able to rotate a point, line or figure 180 degrees.
- 4.166.3 The student will be able to rotate a point, line or figure 270 degrees.
- 4.166.4 The student will be able to reflect a point, line or figure over the x -axis.
- 4.166.5 The student will be able to reflect a point, line or figure over the y -axis.
- 4.166.6 The student will be able to reflect a point, line or figure over the $y=x$ line.
- 4.166.7 The student will be able to reflect a point, line or figure over the origin $(0,0)$.
- 4.166.8 The student will be able to slide a point, line or figure over a given translation.
- 4.166.9 The student will be able to make a point, line or figure smaller or larger when given a dilation.

4.167 The student will understand and apply the various concepts of logic using words and symbols.

- 4.167.1 The student will write the negation of a given sentence using words and symbols.
- 4.167.2 The student will write the converse of a given sentence using words and symbols.
- 4.167.3 The student will write the inverse of a given sentence using words and symbols.
- 4.167.4 The student will write the contrapositive of a given sentence using words and symbols.

4.168 The student will be able to write equations and recognize equations for lines and circle.

- 4.168.1 The student will identify the equation of a line as $y = mx + b$.
- 4.168.2 The student will be able to determine the slope of a line using the formula.
- 4.168.3 The student will be able to determine the y intercept of a line.
- 4.168.4 The student will identify in :number problems that parallel lines have the same slope.
- 4.168.5 The student will identify in :number problems that perpendicular lines have negative reciprocal slopes.
- 4.168.6 When given two lines, the student will determine if lines are parallel, perpendicular or not related.

4.169 The student will understand and identify all aspects of parallel lines.

- 4.169.1 The student will be able to prove two parallel lines cut by a transversal congruent by determining the angle measure.
- 4.169.2 When presented with a picture of two parallel lines cut by a transversal, the student will be able to choose the alternate interior angles.
- 4.169.3 When presented with a picture of two parallel lines cut by a transversal, the student will be able to determine at least two pairs of corresponding angles.
- 4.169.4 When given two parallel lines and corresponding angles that need to be determined, the student will be able to solve for the variable.

- 4.169.5 When given two parallel lines and alternate interior angles that need to be determined, the student will be able to solve for the variable.

4.170 The student will be apply the various concepts associated with right triangles in order to better understand the geometry of a triangle.

- 4.170.1 The student will memorize and be able to state the Pythagorean theorem.
 4.170.2 The student will be able to find the length of the hypotenuse of a right triangle given the lengths of both legs.
 4.170.3 The student will be able to find the length of a leg of a right triangle when given the length of the hypotenuse and the other leg.
 4.170.4 The student will be able to identify two similar triangles if the altitude is drawn to the hypotenuse of a right triangle.
 4.170.5 The student will be able to solve a right triangle when given the lengths of the two sides of a right triangle.
 4.170.6 The student will be able to solve a right triangle when given one side length and the length of the hypotenuse.
 4.170.7 The student will identify the sine, cosine and tangent ratios in :number given problems.
 4.170.8 The student will memorize the sine, cosine and tangent ratios.
 4.170.9 The student will be able to express the sine, cosine and tangent of an angle as a ratio.
 4.170.10 The student will apply the sine, cosine and tangent ratios in :number given problems.
 4.170.11 The student will be able to draw right triangle diagrams from word problems.
 4.170.12 The student will be able to find the missing lengths of sides in a 30:60:90 and 45:45:90 triangles.
 4.170.13 The student will be able to find the geometric mean of two numbers.
 4.170.14 The student will be able to recognize the geometric mean as it is associated to similar triangles.

4.171 The student will construct angles, lines or triangles when given a protractor.

- 4.171.1 Using a protractor, the student will construct a line segment congruent to a given line segment.
 4.171.2 When given a protractor, the student will construct an angle congruent to a given angle.
 4.171.3 The student will construct a bisector of a given line segment, when given a protractor.
 4.171.4 The student will construct a bisector of a given angle using a protractor.

4.172 The student will be able to determine the five basic fundamentals of loci when given a condition.

- 4.172.1 The student will be able to find the locus that is equidistant from two given points six centimeters away from another point.
 4.172.2 The student will be able to find the loci of points equidistant from two intersecting point such as the origin.
 4.172.3 The student will be able to find the loci of points between two parallel lines ten centimeters from one another.
 4.172.4 The student will be able to determine the loci from a given point such as (2,3) that is three centimeters away from that point.
 4.172.5 The student will be able to find the loci of points four centimeters from a given line.

4.173 The student will apply the correct formulas when solving problems involving area.

- 4.173.1 The student will be able to memorize the area formulas for a parallelogram, triangle and trapezoid.
 4.173.2 The student will memorize the area and circumference formulas of a circle.
 4.173.3 The student will create index cards to help assist in memorizing the formulas used in Geometry.
 4.173.4 The student will use a graphic organizer to help assist him/her with learning the formulas.
 4.173.5 The student will be able to determine whether a question is looking for the area or circumference of a circle.
 4.173.6 The student will look at a formula sheet and be able to choose the formula necessary to solve the problem.
 4.173.7 The student will be able to compute the surface area of a prism.
 4.173.8 The student will be able to find the surface area of a pyramid.
 4.173.9 The student will be able to visualize the surface and lateral area of a given figure.
 4.173.10 The student will be able to determine whether to use surface area or lateral area based on given information.

4.174 The student will become familiar with the concept of volume.

- 4.174.1 The student will complete a graphic organizer in order to learn the various volume formulas.
 4.174.2 The student will use index cards to successfully memorize the volume formulas.
 4.174.3 The student will compute the volume of a prism.
 4.174.4 The student will be able to apply the volume formula to a rectangular solid.

5. SPEAKING / LISTENING

COMPREHENSION AND COLLABORATION

Kindergarten

- 5.1 The student will participate in a verbal exchange related to a grade level topic or text with peers and/or adults.**
- 5.1.1 The student will participate in :number verbal exchanges with peers and/or adults using supports (such as a visual cue or topic sentence).
 - 5.1.2 The student will participate in teacher led discussion related to a grade level topic.
 - 5.1.3 The student will participate in :number verbal exchanges with peers related to a grade level topic.
 - 5.1.4 The student will pose questions in order to clarify, verify, analyze or challenge ideas.
 - 5.1.5 The student will support their ideas with evidence based on material presented to them.
- 5.2 The student will demonstrate appropriate turn taking, including, maintaining eye contact, taking turns and actively listening and engaging in an appropriate verbal exchange.**
- 5.2.1 The student will maintain appropriate eye contact during a verbal exchange of :number turns.
 - 5.2.2 The student will demonstrate active listening by commenting on the speaker's verbalizations or asking questions for clarification.
 - 5.2.3 The student will demonstrate in appropriate turn-taking with peers and adults for at least :number verbal exchanges.
- 5.3 The student will participate in a conversation consisting of at least :number exchanges.**
- 5.3.1 The student will make comments and ask questions in response to peers/adults.
 - 5.3.2 The student will wait their turn during conversations.
 - 5.3.3 The student will participate in a conversation consisting of at least :number exchanges.
- 5.4 The student will formulate grammatically correct questions and answers related to classroom curriculum or concepts.**
- 5.4.1 The student will formulate grammatically correct questions to clarify and or check for understanding.
 - 5.4.2 The student will formulate grammatically correct questions regarding information presented to them and gather additional information.
 - 5.4.3 The student will formulate grammatically correct questions and responses to stay on topic.
 - 5.4.4 The student will formulate grammatically correct questions and responses to ask and answer questions about key ideas.
- 5.5 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to varied "WH" questions (such as Who, What, Where, When, Why, etc.).**
- 5.5.1 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number who questions.
 - 5.5.2 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number what questions.
 - 5.5.3 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number where questions.
 - 5.5.4 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number when questions.
 - 5.5.5 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number why questions.
 - 5.5.6 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number of varied "WH" questions.

Grade 1

- 5.6 The student will participate in a verbal exchange related to a grade level topic or text with peers and/or adults.**
- 5.6.1 The student will participate in :number verbal exchanges with peers and/or adults.
 - 5.6.2 The student will participate in teacher led discussion related to a grade level topic.
 - 5.6.3 The student will participate in :number verbal exchanges with peers related to a grade level topic.
 - 5.6.4 The student will pose questions in order to clarify, verify, or challenge ideas.
 - 5.6.5 The student will support their ideas with evidence based on material presented to them.
- 5.7 The student will demonstrate appropriate turn taking, including, maintaining eye contact, taking turns and actively listening and engaging in an appropriate verbal exchange.**
- 5.7.1 The student will maintain appropriate eye contact during a verbal exchange of :number turns.

- 5.7.2 The student will demonstrate active listening by commenting on the speaker's verbalizations.
- 5.7.3 The student will demonstrate in appropriate turn-taking with peers and adults for at least :number verbal exchanges.
- 5.8 The student will participate in a conversation consisting of at least :number exchanges.**
 - 5.8.1 The student will make comments and ask questions in response to peers/adults.
 - 5.8.2 The student will wait their turn during conversations.
 - 5.8.3 The student will participate in a conversation consisting of at least :number exchanges.
- 5.9 The student will formulate grammatically correct questions and answers related to classroom curriculum or concepts.**
 - 5.9.1 The student will formulate grammatically correct questions to clarify and or check for understanding.
 - 5.9.2 The student will formulate grammatically correct questions regarding information presented to them and gather additional information.
 - 5.9.3 The student will formulate grammatically correct questions and responses to stay on topic.
 - 5.9.4 The student will formulate grammatically correct questions and responses to ask and answer questions about key ideas.
- 5.10 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to varied "WH" questions (such as Who, What, Where, When, Why, etc.).**
 - 5.10.1 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number who questions.
 - 5.10.2 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number what questions.
 - 5.10.3 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number where questions.
 - 5.10.4 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number when questions.
 - 5.10.5 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number why questions.
 - 5.10.6 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number of varied "WH" questions.

Grade 2

- 5.11 The student will participate in a verbal exchange related to a grade level topic or text with peers and/or adults.**
 - 5.11.1 The student will participate in :number verbal exchanges with peers and/or adults.
 - 5.11.2 The student will participate in teacher led discussion related to a grade level topic.
 - 5.11.3 The student will participate in :number verbal exchanges with peers related to a grade level topic.
 - 5.11.4 The student will pose questions in order to clarify, verify, or challenge ideas.
 - 5.11.5 The student will support their ideas with evidence based on material presented to them.
- 5.12 The student will demonstrate appropriate turn taking, including, maintaining eye contact, taking turns and actively listening and engaging in an appropriate verbal exchange.**
 - 5.12.1 The student will maintain appropriate eye contact during a verbal exchange of :number turns.
 - 5.12.2 The student will demonstrate active listening by commenting on the speaker's verbalizations.
 - 5.12.3 The student will demonstrate in appropriate turn-taking with peers and adults for at least :number verbal exchanges.
- 5.13 The student will participate in a conversation consisting of at least :number exchanges.**
 - 5.13.1 The student will make comments and ask questions in response to peers/adults.
 - 5.13.2 The student will wait their turn during conversations.
 - 5.13.3 The student will participate in a conversation consisting of at least :number exchanges.
- 5.14 The student will formulate grammatically correct questions and answers related to classroom curriculum or concepts.**
 - 5.14.1 The student will formulate grammatically correct questions to clarify and or check for understanding.
 - 5.14.2 The student will formulate grammatically correct questions regarding information presented to them and gather additional information.
 - 5.14.3 The student will formulate grammatically correct questions and responses to stay on topic.
 - 5.14.4 The student will formulate grammatically correct questions and responses to ask and answer questions about key ideas.
- 5.15 The student will demonstrate the comprehension of information from verbally presented**

sentences and paragraphs by responding to varied "WH" questions (such as Who, What, Where, When, Why, etc.).

- 5.15.1 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number who questions.
- 5.15.2 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number what questions.
- 5.15.3 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number where questions.
- 5.15.4 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number when questions.
- 5.15.5 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number why questions.
- 5.15.6 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number of varied "WH" questions.

5.16 The student will express conclusions and make inferences based on a written text read aloud or information in diverse media and formats.

- 5.16.1 The student will draw conclusions based on information presented to them and their prior knowledge.
- 5.16.2 The student will determine information that is explicitly stated and that which must be inferred in order to draw a conclusion.
- 5.16.3 The student will provide supporting evidence for their conclusion based on information in the written text or other format.

Grade 3

5.17 The student will participate in a verbal exchange related to a grade level topic or text with peers and/or adults.

- 5.17.1 The student will participate in :number verbal exchanges with peers and/or adults.
- 5.17.2 The student will participate in teacher led discussion related to a grade level topic.
- 5.17.3 The student will participate in :number verbal exchanges with peers related to a grade level topic.
- 5.17.4 The student will pose questions in order to clarify, verify, or challenge ideas.
- 5.17.5 The student will support their ideas with evidence based on material presented to them.

5.18 The student will demonstrate appropriate turn taking, including, maintaining eye contact, taking turns and actively listening and engaging in an appropriate verbal exchange.

- 5.18.1 The student will maintain appropriate eye contact during a verbal exchange of :number turns.
- 5.18.2 The student will demonstrate active listening by commenting on the speaker's verbalizations.
- 5.18.3 The student will demonstrate in appropriate turn-taking with peers and adults for at least :number verbal exchanges.

5.19 The student will participate in a conversation consisting of at least :number exchanges.

- 5.19.1 The student will make comments and ask questions in response to peers/adults.
- 5.19.2 The student will wait their turn during conversations.
- 5.19.3 The student will participate in a conversation consisting of at least :number exchanges.

5.20 The student will formulate grammatically correct questions and answers related to classroom curriculum or concepts.

- 5.20.1 The student will formulate grammatically correct questions to clarify and or check for understanding.
- 5.20.2 The student will formulate grammatically correct questions regarding information presented to them and gather additional information.
- 5.20.3 The student will formulate grammatically correct questions and responses to stay on topic.
- 5.20.4 The student will formulate grammatically correct questions and responses to ask and answer questions about key ideas.

5.21 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to varied "WH" questions (such as Who, What, Where, When, Why, etc.).

- 5.21.1 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number who questions.
- 5.21.2 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number what questions.
- 5.21.3 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number where questions.
- 5.21.4 The student will demonstrate the comprehension of information from verbally presented sentences and

- paragraphs by responding to :number when questions.
- 5.21.5 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number why questions.
- 5.21.6 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number of varied "WH" questions.
- 5.22 The student will express conclusions and make inferences based on a written text read aloud or information in diverse media and formats.**
 - 5.22.1 The student will draw conclusions based on information presented to them and their prior knowledge.
 - 5.22.2 The student will determine information that is explicitly stated and that which must be inferred in order to draw a conclusion.
 - 5.22.3 The student will provide supporting evidence for their conclusion based on information in the written text or other format.

Grade 4

- 5.23 The student will participate in a verbal exchange related to a grade level topic or text with peers and/or adults.**
 - 5.23.1 The student will participate in :number verbal exchanges with peers and/or adults.
 - 5.23.2 The student will participate in teacher led discussion related to a grade level topic.
 - 5.23.3 The student will participate in :number verbal exchanges with peers related to a grade level topic.
 - 5.23.4 The student will pose questions in order to clarify, verify, or challenge ideas.
 - 5.23.5 The student will support their ideas with evidence based on material presented to them.
- 5.24 The student will demonstrate appropriate turn taking, including, maintaining eye contact, taking turns and actively listening and engaging in an appropriate verbal exchange.**
 - 5.24.1 The student will maintain appropriate eye contact during a verbal exchange of :number turns.
 - 5.24.2 The student will demonstrate active listening by commenting on the speaker's verbalizations.
 - 5.24.3 The student will demonstrate in appropriate turn-taking with peers and adults for at least :number verbal exchanges.
- 5.25 The student will participate in a conversation consisting of at least :number exchanges.**
 - 5.25.1 The student will make comments and ask questions in response to peers/adults.
 - 5.25.2 The student will wait their turn during conversations.
 - 5.25.3 The student will participate in a conversation consisting of at least :number exchanges.
- 5.26 The student will formulate grammatically correct questions and answers related to classroom curriculum or concepts.**
 - 5.26.1 The student will formulate grammatically correct questions to clarify and or check for understanding.
 - 5.26.2 The student will formulate grammatically correct questions regarding information presented to them and gather additional information.
 - 5.26.3 The student will formulate grammatically correct questions and responses to stay on topic.
 - 5.26.4 The student will formulate grammatically correct questions and responses to ask and answer questions about key ideas.
- 5.27 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to varied "WH" questions (such as Who, What, Where, When, Why, etc.).**
 - 5.27.1 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number who questions.
 - 5.27.2 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number what questions.
 - 5.27.3 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number where questions.
 - 5.27.4 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number when questions.
 - 5.27.5 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number why questions.
 - 5.27.6 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number of varied "WH" questions.
- 5.28 The student will summarize a written text read aloud or information presented through in diverse media and formats.**
 - 5.28.1 The student will summarize a sequence of events from a text in their own words using grammatically correct sentences.

- 5.28.2 The student will summarize key events from a text using their own words in grammatically correct sentences.
- 5.28.3 The student will provide a summary of a story/article consisting of :number paragraphs, appropriate facts and relevant, descriptive details.
- 5.28.4 The student will utilize a graphic organizer to summarize presented information.

5.29 The student will express conclusions and make inferences based on a written text read aloud or information in diverse media and formats.

- 5.29.1 The student will draw conclusions based on information presented to them and their prior knowledge.
- 5.29.2 The student will determine information that is explicitly stated and that which must be inferred in order to draw a conclusion.
- 5.29.3 The student will provide supporting evidence for their conclusion based on information in the written text or other format.

Grade 5

5.30 The student will participate in a verbal exchange related to a grade level topic or text with peers and/or adults.

- 5.30.1 The student will participate in :number verbal exchanges with peers and/or adults.
- 5.30.2 The student will participate in teacher led discussion related to a grade level topic.
- 5.30.3 The student will participate in :number verbal exchanges with peers related to a grade level topic.
- 5.30.4 The student will pose questions in order to clarify, verify, or challenge ideas.
- 5.30.5 The student will support their ideas with evidence based on material presented to them.

5.31 The student will demonstrate appropriate turn taking, including, maintaining eye contact, taking turns and actively listening and engaging in an appropriate verbal exchange.

- 5.31.1 The student will maintain appropriate eye contact during a verbal exchange of :number turns.
- 5.31.2 The student will demonstrate active listening by commenting on the speaker's verbalizations.
- 5.31.3 The student will demonstrate in appropriate turn-taking with peers and adults for at least :number verbal exchanges.

5.32 The student will participate in a conversation consisting of at least :number exchanges.

- 5.32.1 The student will make comments and ask questions in response to peers/adults.
- 5.32.2 The student will wait their turn during conversations.
- 5.32.3 The student will participate in a conversation consisting of at least :number exchanges.

5.33 The student will formulate grammatically correct questions and answers related to classroom curriculum or concepts.

- 5.33.1 The student will formulate grammatically correct questions to clarify and or check for understanding.
- 5.33.2 The student will formulate grammatically correct questions regarding information presented to them and gather additional information.
- 5.33.3 The student will formulate grammatically correct questions and responses to stay on topic.
- 5.33.4 The student will formulate grammatically correct questions and responses to ask and answer questions about key ideas.

5.34 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to varied "WH" questions (such as Who, What, Where, When, Why, etc.).

- 5.34.1 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number who questions.
- 5.34.2 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number what questions.
- 5.34.3 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number where questions.
- 5.34.4 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number when questions.
- 5.34.5 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number why questions.
- 5.34.6 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number of varied "WH" questions.

5.35 The student will express conclusions and make inferences based on a written text read aloud or information in diverse media and formats.

- 5.35.1 The student will draw conclusions based on information presented to them and their prior knowledge.
- 5.35.2 The student will determine information that is explicitly stated and that which must be inferred in

order to draw a conclusion.

- 5.35.3 The student will provide supporting evidence for their conclusion based on information in the written text or other format.

5.36 The student will summarize a written text read aloud or information presented through in diverse media and formats.

- 5.36.1 The student will summarize a sequence of events from a text in their own words using grammatically correct sentences.
- 5.36.2 The student will summarize key events from a text using their own words in grammatically correct sentences.
- 5.36.3 The student will provide a summary of a story/article consisting of :number paragraphs, appropriate facts and relevant, descriptive details.
- 5.36.4 The student will utilize a graphic organizer to summarize presented information.

Grade 6

5.37 The student will participate in a verbal exchange related to a grade level topic or text with peers and/or adults.

- 5.37.1 The student will participate in :number verbal exchanges with peers and/or adults.
- 5.37.2 The student will participate in teacher led discussion related to a grade level topic.
- 5.37.3 The student will participate in :number verbal exchanges with peers related to a grade level topic.
- 5.37.4 The student will pose questions in order to clarify, verify, or challenge ideas.
- 5.37.5 The student will support their ideas with evidence based on material presented to them.

5.38 The student will demonstrate appropriate turn taking, including, maintaining eye contact, taking turns and actively listening and engaging in an appropriate verbal exchange.

- 5.38.1 The student will maintain appropriate eye contact during a verbal exchange of :number turns.
- 5.38.2 The student will demonstrate active listening by commenting on the speaker's verbalizations.
- 5.38.3 The student will demonstrate in appropriate turn-taking with peers and adults for at least :number verbal exchanges.

5.39 The student will participate in a conversation consisting of at least :number exchanges.

- 5.39.1 The student will make comments and ask questions in response to peers/adults.
- 5.39.2 The student will wait their turn during conversations.
- 5.39.3 The student will participate in a conversation consisting of at least :number exchanges.

5.40 The student will determine if information is relevant or irrelevant to a speaker's argument and if there is sufficient information presented to support the argument or claim.

- 5.40.1 The student will identify irrelevant information when presented with a reading passage or a passage read to them.
- 5.40.2 The student will identify irrelevant information when listening to a speaker's argument or claim.
- 5.40.3 The student will identify information relevant to support an argument when presented with text or the text is read to them.
- 5.40.4 The student will determine if sufficient information has been provided on a topic when presented with a reading passage or a passage is read to them while evaluating the speaker's argument.

5.41 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to varied "WH" questions (such as Who, What, Where, When, Why, etc.).

- 5.41.1 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number who questions.
- 5.41.2 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number what questions.
- 5.41.3 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number where questions.
- 5.41.4 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number when questions.
- 5.41.5 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number why questions.
- 5.41.6 The student will demonstrate the comprehension of information from verbally presented sentences and paragraphs by responding to :number of varied "WH" questions.

5.42 The student will express conclusions and make inferences based on a written text read aloud or information in diverse media and formats.

- 5.42.1 The student will draw conclusions based on information presented to them and their prior knowledge.

- 5.42.2 The student will determine information that is explicitly stated and that which must be inferred in order to draw a conclusion.
- 5.42.3 The student will provide supporting evidence for their conclusion based on information in the written text or other format.

5.43 The student will determine the main idea and supporting details when a text is read aloud or information is presented in through diverse media and formats.

- 5.43.1 The student will determine the main idea when a text is read aloud or information is presented in through diverse media and formats.
- 5.43.2 The student will provide the main idea and two details when a text is read aloud or information is presented in diverse media and formats.
- 5.43.3 The student will provide the main idea and three details when a text is read aloud or information is presented in diverse media and formats.

5.44 The student will summarize a written text read aloud or information presented through in diverse media and formats.

- 5.44.1 The student will summarize a sequence of events from a text in their own words using grammatically correct sentences.
- 5.44.2 The student will summarize key events from a text using their own words in grammatically correct sentences.
- 5.44.3 The student will provide a summary of a story/article consisting of :number paragraphs, appropriate facts and relevant, descriptive details.
- 5.44.4 The student will utilize a graphic organizer to summarize presented information.

Grade 7

5.45 The student will participate in a verbal exchange related to a grade level topic or text with peers and/or adults.

- 5.45.1 The student will participate in :number verbal exchanges with peers and/or adults.
- 5.45.2 The student will participate in teacher led discussion related to a grade level topic.
- 5.45.3 The student will participate in :number verbal exchanges with peers related to a grade level topic.
- 5.45.4 The student will pose questions in order to clarify, verify, or challenge ideas.
- 5.45.5 The student will support their ideas with evidence based on material presented to them.

5.46 The student will demonstrate appropriate turn taking, including, maintaining eye contact, taking turns and actively listening and engaging in an appropriate verbal exchange.

- 5.46.1 The student will maintain appropriate eye contact during a verbal exchange of :number turns.
- 5.46.2 The student will demonstrate active listening by commenting on the speaker's verbalizations.
- 5.46.3 The student will demonstrate in appropriate turn-taking with peers and adults for at least :number verbal exchanges.

5.47 The student will participate in a conversation consisting of at least :number exchanges.

- 5.47.1 The student will make comments and ask questions in response to peers/adults.
- 5.47.2 The student will wait their turn during conversations.
- 5.47.3 The student will participate in a conversation consisting of at least :number exchanges.

5.48 The student will determine if information is relevant or irrelevant to a speaker's argument and if there is sufficient information presented to support the argument or claim.

- 5.48.1 The student will identify irrelevant information when presented with a reading passage or a passage read to them.
- 5.48.2 The student will identify irrelevant information when listening to a speaker's argument or claim.
- 5.48.3 The student will determine if sufficient information has been provided on a topic when presented with a reading passage or a passage is read to them while evaluating the speaker's argument.

5.49 The student will express conclusions and make inferences based on a written text read aloud or information in diverse media and formats.

- 5.49.1 The student will draw conclusions based on information presented to them and their prior knowledge.
- 5.49.2 The student will determine information that is explicitly stated and that which must be inferred in order to draw a conclusion.
- 5.49.3 The student will provide supporting evidence for their conclusion based on information in the written text or other format.

5.50 The student will determine the main idea and supporting details when a text is read aloud or information is presented in through diverse media and formats.

- 5.50.1 The student will determine the main idea when a text is read aloud or information is presented in through diverse media and formats.

- 5.50.2 The student will provide the main idea and two details when a text is read aloud or information is presented in diverse media and formats.
- 5.50.3 The student will provide the main idea and three details when a text is read aloud or information is presented in diverse media and formats.

5.51 The student will summarize a written text read aloud or information presented through in diverse media and formats.

- 5.51.1 The student will summarize a sequence of events from a text in their own words using grammatically correct sentences.
- 5.51.2 The student will summarize key events from a text using their own words in grammatically correct sentences.
- 5.51.3 The student will provide a summary of a story/article consisting of :number paragraphs, appropriate facts and relevant, descriptive details.
- 5.51.4 The student will utilize a graphic organizer to summarize presented information.

Grade 8

5.52 The student will participate in a verbal exchange related to a grade level topic or text with peers and/or adults.

- 5.52.1 The student will participate in :number verbal exchanges with peers and/or adults.
- 5.52.2 The student will participate in teacher led discussion related to a grade level topic.
- 5.52.3 The student will participate in :number verbal exchanges with peers related to a grade level topic.
- 5.52.4 The student will pose questions in order to clarify, verify, or challenge ideas.
- 5.52.5 The student will support their ideas with evidence based on material presented to them.

5.53 The student will demonstrate appropriate turn taking, including, maintaining eye contact, taking turns and actively listening and engaging in an appropriate verbal exchange.

- 5.53.1 The student will maintain appropriate eye contact during a verbal exchange of :number turns.
- 5.53.2 The student will demonstrate active listening by commenting on the speaker's verbalizations.
- 5.53.3 The student will demonstrate in appropriate turn-taking with peers and adults for at least :number verbal exchanges.

5.54 The student will participate in a conversation consisting of at least :number exchanges.

- 5.54.1 The student will make comments and ask questions in response to peers/adults.
- 5.54.2 The student will wait their turn during conversations.
- 5.54.3 The student will participate in a conversation consisting of at least :number exchanges.

5.55 The student will determine if information is relevant or irrelevant to a speaker's argument and if there is sufficient information presented to support the argument or claim.

- 5.55.1 The student will identify irrelevant information when presented with a reading passage or a passage read to them.
- 5.55.2 The student will identify irrelevant information when listening to a speaker's argument or claim.
- 5.55.3 The student will determine if sufficient information has been provided on a topic when presented with a reading passage or a passage is read to them while evaluating the speaker's argument.

5.56 The student will express conclusions and make inferences based on a written text read aloud or information in diverse media and formats.

- 5.56.1 The student will draw conclusions based on information presented to them and their prior knowledge.
- 5.56.2 The student will determine information that is explicitly stated and that which must be inferred in order to draw a conclusion.
- 5.56.3 The student will provide supporting evidence for their conclusion based on information in the written text or other format.

5.57 The student will determine the main idea and supporting details when a text is read aloud or information is presented in through diverse media and formats.

- 5.57.1 The student will determine the main idea when a text is read aloud or information is presented in through diverse media and formats.
- 5.57.2 The student will provide the main idea and two details when a text is read aloud or information is presented in diverse media and formats.
- 5.57.3 The student will provide the main idea and three details when a text is read aloud or information is presented in diverse media and formats.

5.58 The student will summarize a written text read aloud or information presented through in diverse media and formats.

- 5.58.1 The student will summarize a sequence of events from a text in their own words using grammatically correct sentences.

- 5.58.2 The student will summarize key events from a text using their own words in grammatically correct sentences.
- 5.58.3 The student will provide a summary of a story/article consisting of :number paragraphs, appropriate facts and relevant, descriptive details.
- 5.58.4 The student will utilize a graphic organizer to summarize presented information.

Grade 9-10**5.59 The student will participate in a verbal exchange related to a grade level topic or text with peers and/or adults.**

- 5.59.1 The student will participate in :number verbal exchanges with peers and/or adults.
- 5.59.2 The student will participate in teacher led discussion related to a grade level topic.
- 5.59.3 The student will participate in :number verbal exchanges with peers related to a grade level topic.
- 5.59.4 The student will pose questions in order to clarify, verify, or challenge ideas.
- 5.59.5 The student will support their ideas with evidence based on material presented to them.

5.60 The student will demonstrate appropriate turn taking, including, maintaining eye contact, taking turns and actively listening and engaging in an appropriate verbal exchange.

- 5.60.1 The student will maintain appropriate eye contact during a verbal exchange of :number turns.
- 5.60.2 The student will demonstrate active listening by commenting on the speaker's verbalizations.
- 5.60.3 The student will demonstrate in appropriate turn-taking with peers and adults for at least :number verbal exchanges.

5.61 The student will participate in a conversation, which builds on others' ideas and express their own clearly and persuasively, consisting of at least :number exchanges.

- 5.61.1 The student will make comments, express ideas and ask questions in response to peers/adults.
- 5.61.2 The student will wait their turn during conversations.
- 5.61.3 The student will participate in a conversation consisting of at least :number exchanges.

5.62 The student will determine if information is relevant or irrelevant to a speaker's argument and if there is sufficient information presented to support the argument or claim.

- 5.62.1 The student will identify irrelevant information when presented with a reading passage or a passage read to them.
- 5.62.2 The student will identify irrelevant information when listening to a speaker's argument or claim.
- 5.62.3 The student will determine if sufficient information has been provided on a topic when presented with a reading passage or a passage is read to them while evaluating the speaker's argument.

5.63 The student will express conclusions and make inferences based on a written text read aloud or information in diverse media and formats.

- 5.63.1 The student will draw conclusions based on information presented to them and their prior knowledge.
- 5.63.2 The student will determine information that is explicitly stated and that which must be inferred in order to draw a conclusion.
- 5.63.3 The student will provide supporting evidence for their conclusion based on information in the written text or other format.

5.64 The student will determine the main idea and supporting details when a text is read aloud or information is presented in through diverse media and formats.

- 5.64.1 The student will determine the main idea when a text is read aloud or information is presented in through diverse media and formats.
- 5.64.2 The student will provide the main idea and two details when a text is read aloud or information is presented in diverse media and formats.
- 5.64.3 The student will provide the main idea and three details when a text is read aloud or information is presented in diverse media and formats.

5.65 The student will summarize a written text read aloud or information presented through in diverse media and formats.

- 5.65.1 The student will summarize a sequence of events from a text in their own words using grammatically correct sentences.
- 5.65.2 The student will summarize key events from a text using their own words in grammatically correct sentences.
- 5.65.3 The student will provide a summary of a story/article consisting of :number paragraphs, appropriate facts and relevant, descriptive details.
- 5.65.4 The student will utilize a graphic organizer to summarize presented information.

Grade 11-12**5.66 The student will participate in a verbal exchange related to a grade level topic or text with peers**

and/or adults.

- 5.66.1 The student will participate in :number verbal exchanges with peers and/or adults.
- 5.66.2 The student will participate in teacher led discussion related to a grade level topic.
- 5.66.3 The student will participate in :number verbal exchanges with peers related to a grade level topic.
- 5.66.4 The student will pose questions in order to clarify, verify, or challenge ideas.
- 5.66.5 The student will support their ideas with evidence based on material presented to them.
- 5.67 The student will demonstrate appropriate turn taking, including, maintaining eye contact, taking turns and actively listening and engaging in an appropriate verbal exchange.**
 - 5.67.1 The student will maintain appropriate eye contact during a verbal exchange of :number turns.
 - 5.67.2 The student will demonstrate active listening by commenting on the speaker's verbalizations.
 - 5.67.3 The student will demonstrate in appropriate turn-taking with peers and adults for at least :number verbal exchanges.
- 5.68 The student will participate in a conversation, which builds on others' ideas and express their own clearly and persuasively, consisting of at least :number exchanges.**
 - 5.68.1 The student will make comments, express ideas and ask questions in response to peers/adults.
 - 5.68.2 The student will wait their turn during conversations.
 - 5.68.3 The student will participate in a conversation consisting of at least :number exchanges.
- 5.69 The student will determine if information is relevant or irrelevant to a speaker's argument and if there is sufficient information presented to support the argument or claim.**
 - 5.69.1 The student will identify irrelevant information when presented with a reading passage or a passage read to them.
 - 5.69.2 The student will identify irrelevant information when listening to a speaker's argument or claim.
 - 5.69.3 The student will determine if sufficient information has been provided on a topic when presented with a reading passage or a passage is read to them while evaluating the speaker's argument.
- 5.70 The student will express conclusions and make inferences based on a written text read aloud or information in diverse media and formats.**
 - 5.70.1 The student will draw conclusions based on information presented to them and their prior knowledge.
 - 5.70.2 The student will determine information that is explicitly stated and that which must be inferred in order to draw a conclusion.
 - 5.70.3 The student will provide supporting evidence for their conclusion based on information in the written text or other format.
- 5.71 The student will determine the main idea and supporting details when a text is read aloud or information is presented in through diverse media and formats.**
 - 5.71.1 The student will determine the main idea when a text is read aloud or information is presented in through diverse media and formats.
 - 5.71.2 The student will provide the main idea and two details when a text is read aloud or information is presented in diverse media and formats.
 - 5.71.3 The student will provide the main idea and three details when a text is read aloud or information is presented in diverse media and formats.
- 5.72 The student will summarize a written text read aloud or information presented through in diverse media and formats.**
 - 5.72.1 The student will summarize a sequence of events from a text in their own words using grammatically correct sentences.
 - 5.72.2 The student will summarize key events from a text using their own words in grammatically correct sentences.
 - 5.72.3 The student will provide a summary of a story/article consisting of :number paragraphs, appropriate facts and relevant, descriptive details.
 - 5.72.4 The student will utilize a graphic organizer to summarize presented information.

PRESENTATION OF KNOWLEDGE AND IDEAS**Kindergarten**

- 5.73 The student will use descriptive language when speaking in order to describe people, places, things and events.**
 - 5.73.1 The student will generate :number synonyms for each adjectives presented (ie pretty, beautiful, gorgeous etc).
 - 5.73.2 The student will formulate :number grammatically correct sentences utilizing adjectives in order to describe people, places, things and events.

- 5.73.3 The student will formulate :number grammatically correct sentences utilizing adverbs in order to describe people, places, things and events.
- 5.73.4 The student will formulate :number grammatically correct sentences utilizing adjectives and adverbs in order to describe people, places, things and events.
- 5.73.5 The student will formulate :number grammatically correct sentences using proper verb tense (regular and irregular verb forms) to describe people, places things and events.
- 5.74 The student will communicate ideas and information precisely and coherently using appropriate, grammatically correct language in a variety of settings.**
 - 5.74.1 The student will identify appropriate language to use in different situations (with peers, adults, in public).
 - 5.74.2 The student will speak in a variety of settings using appropriate language (ie requesting information on the phone, offices).
 - 5.74.3 The student will express feelings and ideas clearly using descriptive, grammatically language.
 - 5.74.4 The student will follow agreed upon rules for discussion for discourse in a variety of settings with guidance from adults.
- 5.75 The student will express information and enhance the understanding of presentations using digital media.**
 - 5.75.1 The student will determine which digital media (eg. Audio, visual, textual, interactive elements) will enhance their presentation.
 - 5.75.2 The student will create an audio recording of a story which is audible and coherent.
- 5.76 The student will apply memory strategies to recall textual information (chunking, visualization, paraphrasing).**
 - 5.76.1 The student will apply the memory strategy of chunking to recall :number pieces of textual information.
 - 5.76.2 The student will apply the memory strategy of visualization to recall :number pieces of textual information.
 - 5.76.3 The student will apply the memory strategy of paraphrasing to recall :number pieces of textual information.

Grade 1

- 5.77 The student will use descriptive language when speaking in order to describe people, places, things and events.**
 - 5.77.1 The student will generate :number synonyms for each adjectives presented (ie pretty, beautiful, gorgeous etc).
 - 5.77.2 The student will formulate :number grammatically correct sentences utilizing adjectives in order to describe people, places, things and events.
 - 5.77.3 The student will formulate :number grammatically correct sentences utilizing adverbs in order to describe people, places, things and events.
 - 5.77.4 The student will formulate :number grammatically correct sentences utilizing adjectives and adverbs in order to describe people, places, things and events.
 - 5.77.5 The student will formulate :number grammatically correct sentences using proper verb tense (regular and irregular verb forms) to describe people, places things and events.
- 5.78 The student will communicate ideas and information precisely and coherently using appropriate, grammatically correct language in a variety of settings.**
 - 5.78.1 The student will identify appropriate language to use in different situations (with peers, adults, in public).
 - 5.78.2 The student will speak in a variety of settings using appropriate language (ie requesting information on the phone, offices).
 - 5.78.3 The student will express feelings and ideas clearly using descriptive, grammatically language.
 - 5.78.4 The student will follow agreed upon rules for discussion for discourse in a variety of settings with guidance from adults.
- 5.79 The student will express information and enhance the understanding of presentations using digital media.**
 - 5.79.1 The student will determine which digital media (eg. Audio, visual, textual, interactive elements) will enhance their presentation.
 - 5.79.2 The student will create an audio recording of a story which is audible and coherent.
- 5.80 The student will apply memory strategies to recall textual information (chunking, visualization, paraphrasing).**

- 5.80.1 The student will apply the memory strategy of chunking to recall :number pieces of textual information.
- 5.80.2 The student will apply the memory strategy of visualization to recall :number pieces of textual information.
- 5.80.3 The student will apply the memory strategy of paraphrasing to recall :number pieces of textual information.

Grade 2

5.81 The student will use descriptive language when speaking in order to describe people, places, things and events.

- 5.81.1 The student will generate :number synonyms for each adjectives presented (ie pretty, beautiful, gorgeous etc).
- 5.81.2 The student will formulate :number grammatically correct sentences utilizing adjectives in order to describe people, places, things and events.
- 5.81.3 The student will formulate :number grammatically correct sentences utilizing adverbs in order to describe people, places, things and events.
- 5.81.4 The student will formulate :number grammatically correct sentences utilizing adjectives and adverbs in order to describe people, places, things and events.
- 5.81.5 The student will formulate :number grammatically correct sentences using proper verb tense (regular and irregular verb forms) to describe people, places things and events.

5.82 The student will communicate ideas and information precisely and coherently using appropriate, grammatically correct language in a variety of settings.

- 5.82.1 The student will identify appropriate language to use in different situations (with peers, adults, in public).
- 5.82.2 The student will speak in a variety of settings using appropriate language (ie requesting information on the phone, offices).
- 5.82.3 The student will express feelings and ideas clearly using descriptive, grammatically language.
- 5.82.4 The student will follow agreed upon rules for discussion for discourse in a variety of settings with guidance from adults.

5.83 The student will express information and enhance the understanding of presentations using digital media.

- 5.83.1 The student will determine which digital media (eg. Audio, visual, textual, interactive elements) will enhance their presentation.
- 5.83.2 The student will create an audio recording of a story which is audible and coherent.

5.84 The student will tell/retell a story with appropriate facts and details using grammatically correct sentences.

- 5.84.1 The student will use a structured format (such as an organizer) to tell/retell a story.
- 5.84.2 The student will retell a story in their own words using including at least three important details.
- 5.84.3 The student will tell a story consisting of at least one paragraph when provided with a topic (for example: summer vacation).

5.85 The student will apply memory strategies to recall textual information (chunking, visualization, paraphrasing).

- 5.85.1 The student will apply the memory strategy of chunking to recall :number pieces of textual information.
- 5.85.2 The student will apply the memory strategy of visualization to recall :number pieces of textual information.
- 5.85.3 The student will apply the memory strategy of paraphrasing to recall :number pieces of textual information.

Grade 3

5.86 The student will use descriptive language when speaking in order to describe people, places, things and events.

- 5.86.1 The student will generate :number synonyms for each adjectives presented (ie pretty, beautiful, gorgeous etc).
- 5.86.2 The student will formulate :number grammatically correct sentences utilizing adjectives in order to describe people, places, things and events.
- 5.86.3 The student will formulate :number grammatically correct sentences utilizing adverbs in order to describe people, places, things and events.
- 5.86.4 The student will formulate :number grammatically correct sentences utilizing adjectives and adverbs

in order to describe people, places, things and events.

- 5.86.5 The student will formulate :number grammatically correct sentences using proper verb tense (regular and irregular verb forms) to describe people, places things and events.

5.87 The student will communicate ideas and information precisely and coherently using appropriate, grammatically correct language in a variety of settings.

- 5.87.1 The student will identify appropriate language to use in different situations (with peers, adults, in public).
 5.87.2 The student will speak in a variety of settings using appropriate language (ie requesting information on the phone, offices).
 5.87.3 The student will express feelings and ideas clearly using descriptive, grammatically language.
 5.87.4 The student will follow agreed upon rules for discussion for discourse in a variety of settings with guidance from adults.

5.88 The student will express information and enhance the understanding of presentations using digital media.

- 5.88.1 The student will determine which digital media (eg. Audio, visual, textual, interactive elements) will enhance their presentation.
 5.88.2 The student will create an audio recording of a story which is audible and coherent.

5.89 The student will tell/retell a story with appropriate facts and details using grammatically correct sentences.

- 5.89.1 The student will use a structured format (such as an organizer) to tell/retell a story.
 5.89.2 The student will retell a story in their own words using including at least three important details.
 5.89.3 The student will tell a story consisting of at least one paragraph when provided with a topic (for example: summer vacation).

5.90 The student will apply memory strategies to recall textual information (chunking, visualization, paraphrasing).

- 5.90.1 The student will apply the memory strategy of chunking to recall :number pieces of textual information.
 5.90.2 The student will apply the memory strategy of visualization to recall :number pieces of textual information.
 5.90.3 The student will apply the memory strategy of paraphrasing to recall :number pieces of textual information.

Grade 4

5.91 The student will communicate ideas and information precisely and coherently using appropriate, grammatically correct language in a variety of settings.

- 5.91.1 The student will identify appropriate language to use in different situations (with peers, adults, in public).
 5.91.2 The student will speak in a variety of settings using appropriate language (ie requesting information on the phone, offices).
 5.91.3 The student will express feelings and ideas clearly using descriptive, grammatically language.
 5.91.4 The student will follow agreed upon rules for discussion for discourse in a variety of settings with guidance from adults.

5.92 The student will express information and enhance the understanding of presentations using digital media.

- 5.92.1 The student will determine which digital media (eg. Audio, visual, textual, interactive elements) will enhance their presentation.
 5.92.2 The student will create an audio recording of a story which is audible and coherent.

5.93 The student will tell/retell a story with appropriate facts and details using grammatically correct sentences.

- 5.93.1 The student will use a structured format (such as an organizer) to tell/retell a story.
 5.93.2 The student will retell a story in their own words using including at least three important details.
 5.93.3 The student will tell a story consisting of at least one paragraph when provided with a topic (for example: summer vacation).

5.94 The student will apply memory strategies to recall textual information (chunking, visualization, paraphrasing).

- 5.94.1 The student will apply the memory strategy of chunking to recall :number pieces of textual information.
 5.94.2 The student will apply the memory strategy of visualization to recall :number pieces of textual

information.

- 5.94.3 The student will apply the memory strategy of paraphrasing to recall :number pieces of textual information.

Grade 5

5.95 The student will communicate ideas and information precisely and coherently using appropriate, grammatically correct language in a variety of settings.

- 5.95.1 The student will identify appropriate language to use in different situations (with peers, adults, in public).
- 5.95.2 The student will speak in a variety of settings using appropriate language (ie requesting information on the phone, offices).
- 5.95.3 The student will express feelings and ideas clearly using descriptive, grammatically language.
- 5.95.4 The student will follow agreed upon rules for discussion for discourse in a variety of settings with guidance from adults.

5.96 The student will express information and enhance the understanding of presentations using digital media.

- 5.96.1 The student will determine which digital media (eg. Audio, visual, textual, interactive elements) will enhance their presentation.
- 5.96.2 The student will create an audio recording of a story which is audible and coherent.

5.97 The student will tell/retell a story with appropriate facts and details using grammatically correct sentences.

- 5.97.1 The student will use a structured format (such as an organizer) to tell/retell a story.
- 5.97.2 The student will retell a story in their own words using including at least three important details.
- 5.97.3 The student will tell a story consisting of at least one paragraph when provided with a topic (for example: summer vacation).

5.98 The student will apply memory strategies to recall textual information (chunking, visualization, paraphrasing).

- 5.98.1 The student will apply the memory strategy of chunking to recall :number pieces of textual information.
- 5.98.2 The student will apply the memory strategy of visualization to recall :number pieces of textual information.
- 5.98.3 The student will apply the memory strategy of paraphrasing to recall :number pieces of textual information.

Grade 6

5.99 The student will communicate ideas and information precisely and coherently using appropriate, grammatically correct language in a variety of settings.

- 5.99.1 The student will identify appropriate language to use in different situations (with peers, adults, in public).
- 5.99.2 The student will speak in a variety of settings using appropriate language (ie requesting information on the phone, offices).
- 5.99.3 The student will express feelings and ideas clearly using descriptive, grammatically language.
- 5.99.4 The student will follow agreed upon rules for discussion for discourse in a variety of settings with guidance from adults.

5.100 The student will express information and enhance the understanding of presentations using digital media.

- 5.100.1 The student will determine which digital media (eg. Audio, visual, textual, interactive elements) will enhance their presentation.
- 5.100.2 The student will create an audio recording of a story which is audible and coherent.

5.101 The student will tell/retell a story with appropriate facts and details using grammatically correct sentences.

- 5.101.1 The student will use a structured format (such as an organizer) to tell/retell a story.
- 5.101.2 The student will retell a story in their own words using including at least three important details.
- 5.101.3 The student will tell a story consisting of at least one paragraph when provided with a topic (for example: summer vacation).

5.102 The student will apply memory strategies to recall textual information (chunking, visualization, paraphrasing).

- 5.102.1 The student will apply the memory strategy of chunking to recall :number pieces of textual information.

- 5.102.2 The student will apply the memory strategy of visualization to recall :number pieces of textual information.
- 5.102.3 The student will apply the memory strategy of paraphrasing to recall :number pieces of textual information.

Grade 7

5.103 The student will communicate ideas and information precisely and coherently using appropriate, grammatically correct language in a variety of settings.

- 5.103.1 The student will identify appropriate language to use in different situations (with peers, adults, in public).
- 5.103.2 The student will speak in a variety of settings using appropriate language (ie requesting information on the phone, offices).
- 5.103.3 The student will express feelings and ideas clearly using descriptive, grammatically language.
- 5.103.4 The student will follow agreed upon rules for discussion for discourse in a variety of settings with guidance from adults.

5.104 The student will make informed decisions and solve problems based on their knowledge as well as information provided to them.

- 5.104.1 The student will identify and state information necessary in order to make a decision or solve a problem.
- 5.104.2 The student will discuss solutions and possible outcomes for a problem.
- 5.104.3 The student will determine the best possible decision or solution for a problem and provide supporting evidence.
- 5.104.4 The student will present written text or other formats to support their own perspective or view regarding a specific topic.

5.105 The student will provide evidence to support their own perspective or views when discussing a topic.

- 5.105.1 The student will use a graphic organizer in order to provide supporting details regarding a topic.
- 5.105.2 The student will express their evidence to support their own perspective in a clear concise manner.
- 5.105.3 The student will respond to comments and/or criticism using age appropriate language and responses.

5.106 The student will express information and enhance the understanding of presentations using digital media.

- 5.106.1 The student will determine which digital media (eg. Audio, visual, textual, interactive elements) will enhance their presentation.
- 5.106.2 The student will create an audio recording of a story which is audible and coherent.

5.107 The student will tell/retell a story with appropriate facts and details using grammatically correct sentences.

- 5.107.1 The student will use a structured format (such as an organizer) to tell/retell a story.
- 5.107.2 The student will retell a story in their own words using including at least three important details.
- 5.107.3 The student will tell a story consisting of at least one paragraph when provided with a topic (for example: summer vacation).

5.108 The student will apply memory strategies to recall textual information (chunking, visualization, paraphrasing).

- 5.108.1 The student will apply the memory strategy of chunking to recall :number pieces of textual information.
- 5.108.2 The student will apply the memory strategy of visualization to recall :number pieces of textual information.
- 5.108.3 The student will apply the memory strategy of paraphrasing to recall :number pieces of textual information.

Grade 8

5.109 The student will communicate ideas and information precisely and coherently using appropriate, grammatically correct language in a variety of settings.

- 5.109.1 The student will identify appropriate language to use in different situations (with peers, adults, in public).
- 5.109.2 The student will speak in a variety of settings using appropriate language (ie requesting information on the phone, offices).
- 5.109.3 The student will express feelings and ideas clearly using descriptive, grammatically language.
- 5.109.4 The student will follow agreed upon rules for discussion for discourse in a variety of settings with guidance from adults.

5.110 The student will make informed decisions and solve problems based on their knowledge as well as information provided to them.

- 5.110.1 The student will identify and state information necessary in order to make a decision or solve a problem.
- 5.110.2 The student will discuss solutions and possible outcomes for a problem.
- 5.110.3 The student will determine the best possible decision or solution for a problem and provide supporting evidence.
- 5.110.4 The student will present written text or other formats to support their own perspective or view regarding a specific topic.

5.111 The student will provide evidence to support their own perspective or views when discussing a topic.

- 5.111.1 The student will use a graphic organizer in order to provide supporting details regarding a topic.
- 5.111.2 The student will express their evidence to support their own perspective in a clear concise manner.
- 5.111.3 The student will respond to comments and/or criticism using age appropriate language and responses.

5.112 The student will express information and enhance the understanding of presentations using digital media.

- 5.112.1 The student will determine which digital media (eg. Audio, visual, textual, interactive elements) will enhance their presentation.
- 5.112.2 The student will create an audio recording of a story which is audible and coherent.

5.113 The student will tell/retell a story with appropriate facts and details using grammatically correct sentences.

- 5.113.1 The student will use a structured format (such as an organizer) to tell/retell a story.
- 5.113.2 The student will retell a story in their own words using including at least three important details.
- 5.113.3 The student will tell a story consisting of at least one paragraph when provided with a topic (for example: summer vacation).

5.114 The student will apply memory strategies to recall textual information (chunking, visualization, paraphrasing).

- 5.114.1 The student will apply the memory strategy of chunking to recall :number pieces of textual information.
- 5.114.2 The student will apply the memory strategy of visualization to recall :number pieces of textual information.
- 5.114.3 The student will apply the memory strategy of paraphrasing to recall :number pieces of textual information.

Grade 9-10**5.115 The student will communicate ideas and information precisely and coherently using appropriate, grammatically correct language in a variety of settings.**

- 5.115.1 The student will identify appropriate language to use in different situations (with peers, adults, in public).
- 5.115.2 The student will speak in a variety of settings using appropriate language (ie requesting information on the phone, offices).
- 5.115.3 The student will express feelings and ideas clearly using descriptive, grammatically language.
- 5.115.4 The student will follow agreed upon rules for discussion for discourse in a variety of settings with guidance from adults.

5.116 The student will make informed decisions and solve problems based on their knowledge as well as information provided to them.

- 5.116.1 The student will identify and state information necessary in order to make a decision or solve a problem.
- 5.116.2 The student will discuss solutions and possible outcomes for a problem.
- 5.116.3 The student will determine the best possible decision or solution for a problem and provide supporting evidence.
- 5.116.4 The student will present written text or other formats to support their own perspective or view regarding a specific topic.

5.117 The student will provide evidence to support their own perspective or views when discussing a topic.

- 5.117.1 The student will use a graphic organizer in order to provide supporting details regarding a topic.
- 5.117.2 The student will express their evidence to support their own perspective in a clear concise manner.
- 5.117.3 The student will respond to comments and/or criticism using age appropriate language and responses.

5.118 The student will express information and enhance the understanding of presentations using digital media.

- 5.118.1 The student will determine which digital media (eg. Audio, visual, textual, interactive elements) will enhance their presentation.
- 5.118.2 The student will create an audio recording of a story which is audible and coherent.

5.119 The student will tell/retell a story with appropriate facts and details using grammatically correct sentences.

- 5.119.1 The student will use a structured format (such as an organizer) to tell/retell a story.
- 5.119.2 The student will retell a story in their own words using including at least three important details.
- 5.119.3 The student will tell a story consisting of at least one paragraph when provided with a topic (for example: summer vacation).

5.120 The student will apply memory strategies to recall textual information (chunking, visualization, paraphrasing).

- 5.120.1 The student will apply the memory strategy of chunking to recall :number pieces of textual information.
- 5.120.2 The student will apply the memory strategy of visualization to recall :number pieces of textual information.
- 5.120.3 The student will apply the memory strategy of paraphrasing to recall :number pieces of textual information.

Grade 11-12**5.121 The student will communicate ideas and information precisely and coherently using appropriate, grammatically correct language in a variety of settings.**

- 5.121.1 The student will identify appropriate language to use in different situations (with peers, adults, in public).
- 5.121.2 The student will speak in a variety of settings using appropriate language (ie requesting information on the phone, offices).
- 5.121.3 The student will express feelings and ideas clearly using descriptive, grammatically language.
- 5.121.4 The student will follow agreed upon rules for discussion for discourse in a variety of settings with guidance from adults.

5.122 The student will make informed decisions and solve problems based on their knowledge as well as information provided to them.

- 5.122.1 The student will identify and state information necessary in order to make a decision or solve a problem.
- 5.122.2 The student will discuss solutions and possible outcomes for a problem.
- 5.122.3 The student will determine the best possible decision or solution for a problem and provide supporting evidence.
- 5.122.4 The student will present written text or other formats to support their own perspective or view regarding a specific topic.

5.123 The student will provide evidence to support their own perspective or views when discussing a topic.

- 5.123.1 The student will use a graphic organizer in order to provide supporting details regarding a topic.
- 5.123.2 The student will express their evidence to support their own perspective in a clear concise manner.
- 5.123.3 The student will respond to comments and/or criticism using age appropriate language and responses.

5.124 The student will express information and enhance the understanding of presentations using digital media.

- 5.124.1 The student will determine which digital media (eg. Audio, visual, textual, interactive elements) will enhance their presentation.
- 5.124.2 The student will create an audio recording of a story which is audible and coherent.

5.125 The student will tell/retell a story with appropriate facts and details using grammatically correct sentences.

- 5.125.1 The student will use a structured format (such as an organizer) to tell/retell a story.
- 5.125.2 The student will retell a story in their own words using including at least three important details.
- 5.125.3 The student will tell a story consisting of at least one paragraph when provided with a topic (for example: summer vacation).

5.126 The student will apply memory strategies to recall textual information (chunking, visualization, paraphrasing).

- 5.126.1 The student will apply the memory strategy of chunking to recall :number pieces of textual

- information.
- 5.126.2 The student will apply the memory strategy of visualization to recall :number pieces of textual information.
- 5.126.3 The student will apply the memory strategy of paraphrasing to recall :number pieces of textual information.

6. SPEECH / LANGUAGE

VOICE QUALITY

6.1 The student will distinguish between correct and incorrect vocal behaviors in conversational speech.

- 6.1.1 The student will distinguish between correct and incorrect vocal intensity during oral readings.
- 6.1.2 The student will distinguish between correct and incorrect intonation during oral readings.
- 6.1.3 The student will distinguish between correct and incorrect vocal stress during oral readings.

6.2 The student will eliminate all vocal abusive behaviors in conversational speech.

- 6.2.1 The student will use correct breathing techniques during oral readings.
- 6.2.2 The student will use correct vocal pitch during oral readings.
- 6.2.3 The student will use correct stress and intonation during oral readings.

6.3 The student will self-monitor and correct :his own speech during conversational speech.

- 6.3.1 The student will self-monitor :his own speech during a 5 sentence reading assignment.
- 6.3.2 The student will self-monitor :his own speech during a 10 sentence reading assignment.
- 6.3.3 The student will self-monitor :his own speech during 3 verbal exchanges.

ORAL-MOTOR

6.4 The student will display appropriate pre-feeding skills when food is presented.

- 6.4.1 The student will visually attend to the feeder.
- 6.4.2 The student will attend to the food presented.
- 6.4.3 The student will visually attend to the drink presented.
- 6.4.4 The student will visually attend to eating utensils.

6.5 The student will display appropriate feeding skills when food is presented.

- 6.5.1 When given :number individual sips of a drink, the student will keep the liquid in the oral cavity (mouth) by using jaw stability, lip closure and tongue mobility to drink varied grades of liquids through a straw.
- 6.5.2 When given :number individual sips of a drink, the student will keep the liquid in the oral cavity (mouth) by using jaw stability, lip closure and tongue mobility to drink varied grades of liquids from a cup.
- 6.5.3 The student will eat food of varied textures.
- 6.5.4 The student will eat food of varied temperatures.
- 6.5.5 The student will tolerate oral stimulation techniques (e.g., massaging) for :duration.

6.6 The student will display accurate oral-motor movements.

- 6.6.1 The student will imitate isolated, repetitive, alternating labial (lip) movements in response to a visual model.
- 6.6.2 The student will imitate isolated, repetitive, alternating lingual (tongue) movements in response to a visual model.
- 6.6.3 The student will demonstrate independent lingual (tongue) protrusion and retraction upon verbal command.
- 6.6.4 The student will demonstrate independent lingual (tongue) lateralization upon verbal command.
- 6.6.5 The student will demonstrate independent lingual (tongue) depression and elevation upon verbal command.
- 6.6.6 The student will demonstrate independent labial (lip) protrusion and retraction upon verbal command.

6.7 The student will perform separate (dissociated) movements of the tongue, lips and jaw.

- 6.7.1 The student will perform separate (dissociated) movements of the tongue, lips and jaw with full range of motion.
- 6.7.2 The student will perform separate (dissociated) movements of the tongue, lips and jaw during a structured speech activity.

6.8 The student will open :his mouth to accept food and will use accurate bite and chewing patterns on various food textures for the purpose of digestion.

- 6.8.1 The student will open :his mouth to accept food on lips, tongue and molars without gagging.
- 6.8.2 The student will use biting and chewing patterns on various food textures to lateralize (move from side to side) food, clean oral cavity and grind food for the purposes of digestion.
- 6.8.3 The student will use tongue lateralization (move from side to side) to transfer food from side to side and from midline to both sides of the mouth.
- 6.8.4 The student will use tongue lateralization (move from side to side) to transfer food from midline to both sides of mouth.

- 6.8.5 The student will demonstrate lip closure while chewing to prevent loss of food and/or saliva.
- 6.9 The student will maintain lip closure (eliminate drooling) during a task.**
 - 6.9.1 The student will identify drooling on self.
 - 6.9.2 The student will use lips to retract the saliva to prevent drooling.
 - 6.9.3 The student will maintain lip closure when at rest.
- 6.10 The student will perform a coordinated suck-swallow-breathe sequence when drinking.**
 - 6.10.1 The student will perform a coordinated suck-swallow-breathe sequence on command.
 - 6.10.2 The student will use a nasal breathing pattern.

FLUENCY

- 6.11 The student will display correct speech fluency for :number conversational exchanges.**
 - 6.11.1 The student will identify normal speaking and breathing patterns for speech.
 - 6.11.2 The student will use the following strategies to reduce physical tension and desensitize self: cancellation, pullout and relaxation.
 - 6.11.3 The student will maintain appropriate speech rate in normal conversation by coordinating phonation and respiration for easy onset of speech, through the use of continuous phonation, light articulatory contacts and using phrasing techniques to control dysfluencies.
 - 6.11.4 The student will identify and eliminate secondary symptoms.

ARTICULATION/PHONOLOGICAL

- 6.12 The student will demonstrate pre-articulatory skills.**
 - 6.12.1 The student will correctly identify articulators necessary for the production of speech.
 - 6.12.2 The student will display appropriate strength, flexibility, range of motion and precision of articulators and oral musculature for speech production.
- 6.13 The student will correctly produce /m/, /n/, /ng/ (nasal sounds) in conversational speech.**
 - 6.13.1 The student will correctly discriminate /m/, /n/, /ng/ (nasal sounds) in minimal contrasting sound pairs in all positions of words.
 - 6.13.2 The student will correctly produce nasal sounds/m/, /n/, /ng/ in isolation and all positions (initial, medial final) of syllables.
 - 6.13.3 The student will correctly produce nasal sounds /m/, /n/, /ng/ in all positions (initial, medial final) of single words and 4 word phrases.
 - 6.13.4 The student will correctly produce nasal sounds /m/, /n/, /ng/ in all positions (initial, medial final) in sentences.
- 6.14 The student will correctly produce /p/, /b/, /t/, /d/, /k/, /g/ (stop sounds) in conversational speech.**
 - 6.14.1 The student will correctly discriminate /p/, /b/, /t/, /d/, /k/, /g/(stop sounds) in minimal contrasting sound pairs in all positions of words.
 - 6.14.2 The student will correctly produce stop sounds /p/, /b/, /t/, /d/, /k/, /g/,in isolation and all positions (initial, medial final) of syllables.
 - 6.14.3 The student will correctly produce stop sounds /p/, /b/, /t/, /d/, /k/, /g/, in all positions (initial, medial final) of single words and 4 word phrases.
 - 6.14.4 The student will correctly produce stop sounds /p/, /b/, /t/, /d/, /k/, /g/, in all positions (initial, medial final) in sentences.
- 6.15 The student will correctly produce /f/, /v/, /th/, /s/, /z/, /sh/, /j/, /h/ (fricatives) in conversational speech.**
 - 6.15.1 The student will correctly discriminate /f/, /v/, /th/, /s/, /z/, /sh/, /j/, /h/ (fricatives) in minimal contrasting sound pairs in all positions of words.
 - 6.15.2 The student will correctly produce fricatives /f/, /v/, /th/, /s/, /z/, /sh/, /j/, /h/ , in isolation and all positions (initial, medial final) of syllables.
 - 6.15.3 The student will correctly produce fricatives /f/, /v/, /th/, /s/, /z/, /sh/, /j/, /h/ , in all positions (initial, medial final) of single words and 4 word phrases.
 - 6.15.4 The student will correctly produce fricatives /f/, /v/, /th/, /s/, /z/, /sh/, /j/, /h/ , in all positions (initial, medial final) in sentences.
- 6.16 The student will correctly produce /ch/, /dj/ (affricatives) in conversational speech.**
 - 6.16.1 The student will correctly discriminate /ch/, /dj/ (affricatives) in minimal contrasting sound pairs in all positions of words.
 - 6.16.2 The student will correctly produce affricates /ch/, /dj/, in isolation and all positions (initial, medial final) of syllables.
 - 6.16.3 The student will correctly produce affricates /ch/, /dj/, in all positions (initial, medial final) of single

words and 4 word phrases.

- 6.16.4 The student will correctly produce affricates /ch/, /dj/, in all positions (initial, medial final) in sentences.

6.17 The student will correctly produce /w/, /y/ (glide sounds) in conversational speech.

- 6.17.1 The student will correctly discriminate /w/, /y/ (glide sounds) in minimal contrasting sound pairs in all positions of words.
- 6.17.2 The student will correctly produce glide sounds /w/, /y/ in isolation and all positions (initial, medial final) of syllables.
- 6.17.3 The student will correctly produce glide sounds /w/, /y/ in all positions (initial, medial final) of single words and 4 word phrases.
- 6.17.4 The student will correctly produce glide sounds /w/, /y/ in all positions (initial, medial final) in sentences.

6.18 The student will correctly produce /r/, /l/ (liquid sounds) in conversational speech.

- 6.18.1 The student will correctly discriminate /r/, /l/ (liquid sounds) in minimal contrasting sound pairs in all positions of words.
- 6.18.2 The student will correctly produce liquid sounds /r/, /l/ in isolation and all positions (initial, medial final) of syllables.
- 6.18.3 The student will correctly produce liquid sounds /r/, /l/ in all positions (initial, medial final) of single words and 4 word phrases.
- 6.18.4 The student will correctly produce liquid sounds /r/, /l/ in all positions (initial, medial final) in sentences.

6.19 The student will correctly produce vowels in conversational speech.

- 6.19.1 The student will correctly discriminate vowels in minimal contrasting sound pairs in all positions of words.
- 6.19.2 The student will correctly produce vowels in isolation and all positions (initial, medial final) of syllables.
- 6.19.3 The student will correctly produce vowels in all positions (initial, medial final) of single words and 4 word phrases.
- 6.19.4 The student will correctly produce vowels in all positions (initial, medial final) in sentences.

6.20 The student will eliminate the use of the following phonological processes: deletion of final consonants, deletion of initial consonants and syllable reduction in conversational speech.

- 6.20.1 The student will eliminate the use of the following phonological processes: deletion of final consonants, deletion of initial consonants and syllable reduction in single words.
- 6.20.2 The student will eliminate the use of the following phonological processes: deletion of final consonants, deletion of initial consonants and syllable reduction in 3-4 word phrases.
- 6.20.3 The student will eliminate the use of the following phonological processes: deletion of final consonants, deletion of initial consonants and syllable reduction in sentences.

6.21 The student will eliminate the use of the phonological process initial voicing (changing voiceless consonants to voiced consonants at the beginning of words) in conversational speech.

- 6.21.1 The student will eliminate the use of the phonological process initial voicing in single words.
- 6.21.2 The student will eliminate the use of the phonological process initial voicing in 3-4 word phrases.
- 6.21.3 The student will eliminate the use of the phonological process initial voicing in sentences.

6.22 The student will eliminate the use of the phonological process fronting (an alveolar sound is substituted for a palatal or velar sound, e.g., "shoe" becomes "Sue") in conversational speech.

- 6.22.1 The student will eliminate the use of the phonological process fronting in single words.
- 6.22.2 The student will eliminate the use of the phonological process fronting in 3-4 word phrases.
- 6.22.3 The student will eliminate the use of the phonological process fronting in sentences.

6.23 The student will eliminate the use of the phonological process deaffrication (when an affricate sound becomes a fricative, e.g., "jump" becomes "zump") in conversational speech.

- 6.23.1 The student will eliminate the use of the phonological process deaffrication in single words.
- 6.23.2 The student will eliminate the use of the phonological process deaffrication in 3-4 word phrases.
- 6.23.3 The student will eliminate the use of the phonological process deaffrication in sentences.

6.24 The student will eliminate the use of the phonological process consonant harmony (when an earlier sound influences a later one, or a later one influences an earlier one, so that both have the same place of articulation, e.g., "yellow" becomes "lellow") in conversational speech.

- 6.24.1 The student will eliminate the use of the phonological process consonant harmony in single words.
- 6.24.2 The student will eliminate the use of the phonological process consonant harmony in 3-4 word phrases.

- 6.24.3 The student will eliminate the use of the phonological process consonant harmony in sentences.
- 6.25 The student will eliminate the use of the phonological process stridency deletion (omitting or replacing strident consonants with non-strident consonants, e.g., "soup" becomes "oup" or "toup") in conversational speech.**
- 6.25.1 The student will eliminate the use of the phonological process stridency deletion in single words.
- 6.25.2 The student will eliminate the use of the phonological process stridency deletion in 3-4 word phrases.
- 6.25.3 The student will eliminate the use of the phonological process stridency deletion in sentences.
- 6.26 The student will eliminate the use of the phonological process stopping of fricatives and affricates (a stop sound is replaced for a fricative or affricate with the same place of articulation, e.g., "Sue" becomes "too") in conversational speech.**
- 6.26.1 The student will eliminate the use of the phonological process stopping of fricatives and affricates in single words.
- 6.26.2 The student will eliminate the use of the phonological process stopping of fricatives and affricates in 3-4 word phrases.
- 6.26.3 The student will eliminate the use of the phonological process stopping of fricatives and affricates in sentences.
- 6.27 The student will eliminate the use of the phonological process cluster simplification (omitting one or more consonants in a consonant cluster, e.g., "spoon" becomes "soon") in conversational speech.**
- 6.27.1 The student will eliminate the use of the phonological process cluster simplification in single words.
- 6.27.2 The student will eliminate the use of the phonological process cluster simplification in 3-4 word phrases.
- 6.27.3 The student will eliminate the use of the phonological process cluster simplification in sentences.
- 6.28 The student will eliminate the use of the following phonological processes: final devoicing (changing voiced consonants to voiceless consonants at the end of words), liquid simplification (substituting "w" or "y" for "l" or "r", e.g., "lake" becomes "yake").**
- 6.28.1 The student will eliminate the use of the following phonological processes: final devoicing and liquid simplification.
- 6.28.2 The student will eliminate the use of the following phonological processes: final devoicing and liquid simplification.
- 6.28.3 The student will eliminate the use of the following phonological processes: final devoicing and liquid simplification.
- 6.29 The student will eliminate the use of the phonological process glottal replacement (substitution of a glottal stop for a consonant) and backing to velars (a non-velar and non-glottal sound is replaced with a velar or glottal sound, e.g., "bus" becomes "buck") in conversational speech.**
- 6.29.1 The student will eliminate the use of the following phonological processes: glottal replacement and backing to velars in single words.
- 6.29.2 The student will eliminate the use of the following phonological processes: glottal replacement and backing to velars in single words.
- 6.29.3 The student will eliminate the use of the following phonological processes: glottal replacement and backing to velars in single words.

EARLY LANGUAGE

- 6.30 The student will correctly use non-verbal methods to communicate :his needs.**
- 6.30.1 The student will use non-verbal methods, such as pointing to and/or taking the hand of an adult, to indicate a need.
- 6.30.2 The student will use communicative attending behaviors by visually looking at the speaker and maintaining quiet behavior when listening to a short paragraph of several sentences or several step directions.
- 6.31 The student will correctly use basic verbal language to communicate :his needs.**
- 6.31.1 The student will engage in a verbal communicative exchange and maintain a topic for :duration.
- 6.31.2 The student will engage in :number verbal social interactions and cooperative play activities with a peer (e.g., playing house with a peer).
- 6.31.3 The student will imitate vocal sounds/target sounds produced by a therapist.
- 6.31.4 The student will use jargon and/or single words to comment or request an object.
- 6.31.5 The student will respond to simple "Wh" questions when asked by a therapist, using at least :number words per utterance.

SEMANTICS**6.32 The student will correctly use semantic skills (word meaning) in conversation.**

- 6.32.1 The student will define and use nouns, verbs, adjectives and adverbs correctly.
- 6.32.2 The student will use basic linguistic concepts (e.g., small/large, either, first/last) by labeling pictures.
- 6.32.3 The student will use vocabulary related to :his grade level content area curriculum through classification, categorization and association.
- 6.32.4 The student will identify and use antonyms/synonyms, heteronyms (e.g., re'cord, record'), homonyms (e.g., blue, blew), and multiple meaning words (e.g., play, play).
- 6.32.5 The student will identify and use prefixes, suffixes and root words.

6.33 The student will use figures of speech during conversational discourse.

- 6.33.1 The student will verbally complete phrases using analogies, metaphors and similes.
- 6.33.2 The student will verbally complete phrases using proverbs and idioms.
- 6.33.3 The student will verbally discuss an object by identifying attributes/function and similarities/differences.
- 6.33.4 The student will compare (identify similarities) and contrast (identify differences) objects.

6.34 The student will use word retrieval strategies.

- 6.34.1 The student will express conclusions, discuss main ideas, convey extended explanations and provide detailed descriptions when answering questions about a story or event.
- 6.34.2 The student will identify and describe word retrieval strategies.

SYNTAX/MORPHOLOGY**6.35 The student will formulate grammatically correct sentences and maintain appropriate verb tense in oral communication.**

- 6.35.1 The student will sequence and relate information presented orally in a logical manner using correct word and sentence order during connected discourse.
- 6.35.2 The student will sequence and relate information presented orally in a logical manner when telling a story from visually presented stimuli or when telling narratives.
- 6.35.3 The student will self-monitor and correct spontaneous syntactic skills, such as producing complete sentences that contain noun-verb agreement.
- 6.35.4 The student will comprehend and use correct verb tense (e.g., present progressive, regular past tense, irregular past tense).

6.36 The student will formulate grammatically correct sentences to describe a sequence of events.

- 6.36.1 The student will verbally describe how to accomplish a multi-step task in the appropriate sequence.
- 6.36.2 The student will provide multi-step verbal directions in the appropriate sequence.
- 6.36.3 When presented with a reading selection, the student will verbally express the main idea and then the supporting details.

6.37 The student will use grammatically correct sentence patterns in conversational speech.

- 6.37.1 The student will expand :his utterances and responses to questions by using basic sentence patterns (e.g., agent/action/object/adjective/adverb).
- 6.37.2 The student will comprehend and use possessive pronouns (e.g., mine, yours, his, hers, ours, theirs), personal pronouns (e.g., I, we, he, you), demonstrative pronouns (e.g., the, that, these and those), reflexive pronouns (e.g., myself, yourself, himself) and nouns (e.g., regular and irregular).
- 6.37.3 The student will comprehend and use prepositions.
- 6.37.4 The student will comprehend and use contractions (e.g. don't) and negation (e.g. no, not).
- 6.37.5 The student will comprehend and use yes and no questions (e.g. Are you happy?) and "wh" questions (e.g., who, what, when, why).

6.38 The student will expand utterances and responses to questions using basic sentence patterns to :number Mean Length utterance.

- 6.38.1 The student will use subject verb sentences.
- 6.38.2 The student will use subject verb object sentences.
- 6.38.3 The student will use SVO sentences that include adjectives or adverbs.

6.39 The student will comprehend and use possessive pronouns (e.g. mine, yours , his, hers, ours, theirs), personal pronouns (e.g., I, we, he, you), demonstrative pronouns (e.g., the, that, these and those), reflexive pronouns (e.g., myself, yourself, himself) and nouns (e.g., regular and irregular).

- 6.39.1 The student will identify pronouns and or nouns in sentences.
- 6.39.2 The student will generate the appropriate pronoun and or noun to complete a sentence.
- 6.39.3 The student will generate sentences using possessive pronouns.
- 6.39.4 The student will generate sentences using personal pronouns.

- 6.39.5 The student will generate sentences using demonstrative pronouns.
- 6.39.6 The student will generate sentences using reflexive pronouns.
- 6.39.7 The student will generate sentences using nouns.
- 6.40 The student will produce and expand complete simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.**
 - 6.40.1 The student will produce simple declarative, interrogative, imperative or exclamatory sentences when speaking.
 - 6.40.2 The student will produce simple declarative, interrogative, imperative or exclamatory sentences when writing.
 - 6.40.3 The student will produce compound declarative, interrogative, imperative or exclamatory sentences when speaking.
 - 6.40.4 The student will produce compound declarative, interrogative, imperative or exclamatory sentences when writing.
 - 6.40.5 The student will produce complex declarative, interrogative, imperative or exclamatory sentences when speaking.
 - 6.40.6 The student will produce complex declarative, interrogative, imperative or exclamatory sentences when writing.
- 6.41 The student will use verb tenses correctly in spoken and written language.**
 - 6.41.1 The student will identify the appropriate verb tense when given a choice in a sentence.
 - 6.41.2 The student will generate a verb in the appropriate tense when given an incomplete sentence.
 - 6.41.3 The student will generate sentences using the appropriate verb tense when speaking.
 - 6.41.4 The student will generate sentences using the appropriate verb tense when writing.
 - 6.41.5 The student will self-correct errors made in spoken and/or written language.
- 6.42 The student will use conjunctions in sentences when speaking and writing.**
 - 6.42.1 The student will identify appropriate conjunctions to use in order to combine sentences when given a choice.
 - 6.42.2 The student will use conjunctions appropriately in order to combine sentences.

AUDITORY SKILLS

- 6.43 The student will localize (identify the location of origin) and discriminate (tell the difference) between stimuli in the environment or from a sound initiated by an adult.**
 - 6.43.1 The student will correctly localize auditory stimuli either in the environment or from a sound initiated by an adult.
 - 6.43.2 The student will recognize normal environmental sounds by labeling each sound.
 - 6.43.3 When presented with :number isolated words, the student will accurately discriminate target sounds at the beginning, medial and final positions of words.
 - 6.43.4 The student will correctly discriminate likenesses and differences between minimally contrasting pairs (e.g., bear-pair).
- 6.44 The student will recall and comprehend a sequence of :number events presented orally from a short story of :number paragraphs.**
 - 6.44.1 The student will retain and follow a one-step orally presented directive by accurately performing :number individual tasks as requested by the speaker.
 - 6.44.2 The student will follow :number multi-step directions presented orally (e.g., point to the big car before pointing to the red bicycle) incorporating basic linguistic language.
 - 6.44.3 The student will recall and comprehend a sequence of :number events presented orally from a sentence.
 - 6.44.4 The student will recall and comprehend a sequence of :number events presented orally from a paragraph.
- 6.45 The student will follow :number multi-step directions presented orally (e.g., point to the big car before pointing to the red bicycle) incorporating basic linguistic language.**
 - 6.45.1 The student will restate directions presented.
 - 6.45.2 The student will follow :number single step direction presented orally incorporating basic linguistic language.
 - 6.45.3 The student will follow :number two-step direction presented orally incorporating basic linguistic language.

PRAGMATICS

- 6.46 The student will use correct speaker-listener responsibilities during conversational speech.**

- 6.46.1 The student will establish and maintain eye contact.
- 6.46.2 The student will control vocal intonation and body language to accurately match the intent of the message (e.g., student smiles when conveying something good).
- 6.46.3 The student will use appropriate vocal volume and maintain an appropriate (agreed upon by student and therapist) distance between speaker and listener.
- 6.46.4 The student will decrease echolalic and perseverative speech from :numberfrom times to :numberto times during a :duration verbal exchange.
- 6.47 The student will demonstrate acceptable topic behavior during conversational speech.**
 - 6.47.1 The student will introduce a topic.
 - 6.47.2 The student will maintain a topic and change topics (transition from one topic to another) during a conversational exchange.
 - 6.47.3 The student will close a topic during a conversational exchange.
 - 6.47.4 The student will take turns during conversational discourse.
- 6.48 The student will adhere to conversational rules during conversational speech.**
 - 6.48.1 The student will initiate conversation.
 - 6.48.2 The student will request clarification and respond to requests for clarification.
 - 6.48.3 The student will allow an established pause time between interchanges.
 - 6.48.4 The student will introduce relevant topics and ask questions that are relevant to the topic.
- 6.49 The student will use problem solving strategies.**
 - 6.49.1 When given a set of problematic circumstances, the student will express the predicament presented and offer possible solutions and associated outcomes.
 - 6.49.2 The student will express reasons for his/her actions, personal opinions, and personal feelings.

SIGN LANGUAGE

- 6.50 The student will use sign language to communicate.**
 - 6.50.1 The student will visually attend to the interpreter's hands, face, lips and gestures for :duration increments and will interpret the message accurately.
 - 6.50.2 The student will formulate signs for :number words and phrases with hand over hand assistance.
 - 6.50.3 The student will respond to simple commands signed by the teacher.
 - 6.50.4 The student will use :number signs to express basic self-help needs, language concepts, nouns and verbs.
 - 6.50.5 The student will use :number signs to communicate a basic need, comment or respond to a question.
 - 6.50.6 The student will accurately sign vocabulary and grammar at the :gradelevel to respond to structured and unstructured verbal interactions with teachers.
 - 6.50.7 The student will accurately maintain an interactive signed conversation during a :duration conversational exchange with a peer or an adult.
 - 6.50.8 The student will finger-spell the alphabet.
 - 6.50.9 When given a verbal sentence to imitate through signing, the student will finger-spell when a sign is not available.

ALTERNATIVE COMMUNICATION DEVICES

- 6.51 Upon verbal request, the student will activate and access the alternative communication device for communication.**
 - 6.51.1 When given a verbal request and hand over hand prompts by the therapist, the student will activate the alternate communication device.
 - 6.51.2 Upon verbal request, the student will put on the alternative communication device and choose the needed vocabulary page independently.
 - 6.51.3 Upon verbal request of the therapist, the student will activate single switch voice output device independently.
 - 6.51.4 Upon verbal request of the therapist, the student will choose and activate an output device with hand over hand prompts.
- 6.52 The student will access an alternative communication device to maintain a conversation, with a peer or adult for :number conversational exchanges.**
 - 6.52.1 The student will correctly use a prepared picture communication board or book to communicate needs and responses to a peer or an adult.
 - 6.52.2 The student will access one icon or switch on an alternative communication device to express a noun, action or location upon teacher request.
 - 6.52.3 The student will access :number icons or switches to initiate a conversational greeting or need with a

- peer or an adult without prompting.
- 6.52.4 The student will access a computer with a switch, modified keyboard or communication software and will express needs and comments independently for a period of :duration.

VOCATIONAL GOALS

6.53 The student will demonstrate soft skills relating to work (e.g., active listening and pragmatic skills) on the job site (e.g., in school or in the community).

- 6.53.1 The student will demonstrate active listening skills (e.g., nod-head) during a :number minute conversational exchange with a supervisor, co-worker or customer.
- 6.53.2 The student will demonstrate the ability to smoothly change from one topic to another during a :number minute conversational exchange with a supervisor, co-worker or customer.
- 6.53.3 The student will respond appropriately to co-worker, supervisor and customer comments.
- 6.53.4 The student will ask and answer questions in a coherent and concise manner as it relates to job.

6.54 The student will use acceptable social greetings during work or volunteer experience.

- 6.54.1 The student will introduce :himself and greet coworkers.
- 6.54.2 The student will say goodbye to coworkers when job is completed.

6.55 The student will understand and follow verbal directions on a volunteer or work site.

- 6.55.1 The student will follow :number step directions related to the job requirements.

6.56 The student will identify and use job related vocabulary.

- 6.56.1 The student will identify :number vocabulary words related to the specific job during the therapy session.
- 6.56.2 The student will use job related vocabulary during work or volunteer experience.

6.57 The student will demonstrate the communication skills necessary to use public transportation.

- 6.57.1 The student will initiate conversation independently with others to ask for clarification when directions are needed.
- 6.57.2 The student will follow :number step directions to complete predetermined route to and from the workplace.
- 6.57.3 The student will use learned vocabulary words to answer and ask questions related public transportation.

VOCABULARY

6.58 The student will use vocabulary related to :grade level content area curriculum through classification, categorization and association.

- 6.58.1 The student will use classification in order to understand and use curriculum based vocabulary.
- 6.58.2 The student will use categorization in order to understand and use curriculum based vocabulary.
- 6.58.3 The student will use association in order to understand and use curriculum based vocabulary.

6.59 The student will use Tier 2 words (such as precise words that are used in place of common words) in written language and/or conversational speech.

- 6.59.1 The student will identify unknown words in a written or orally presented passage using previously learned strategies.
- 6.59.2 The student will generate definitions for Tier 2 words (such as gallop instead of run).
- 6.59.3 The student will use Tier 2 words in written language (such as gallop in place of run).
- 6.59.4 The student will use tier 2 words in conversational speech (such as gallop in place of run).

6.60 The student will identify and use antonyms/synonyms, heteronyms (e.g., re'cord, record'), homonyms (e.g., blue, blew), and multiple meaning words (e.g., play, play).

- 6.60.1 The student will identify and use antonyms and synonyms.
- 6.60.2 The student will identify and use heteronyms.
- 6.60.3 The student will identify and use homonyms.
- 6.60.4 The student will identify and use multiple meaning words.

6.61 The student will identify and use prefixes, suffixes and root words in written and spoken language to increase semantic knowledge.

- 6.61.1 The student will identify and use prefixes in written and spoken language.
- 6.61.2 The student will identify and use suffixes in written and spoken language.
- 6.61.3 The student will identify and use root words in written and spoken language.

6.62 The student will use basic linguistic concepts (e.g. small/large, either, first/last) by labeling pictures presented to them.

- 6.62.1 The student will use :number basic linguistic concepts by labeling pictures.

6.62.2 The student will use :number basic linguistic concepts to label pictures of a story.

6.63 The student will verbally discuss objects by identifying attributes/functions and similarities/differences.

6.63.1 The student will identify attributes of :number of objects.

6.63.2 The student will identify functions of :number of objects.

6.63.3 The student will identify similarities of objects.

6.63.4 The student will identify differences of objects.

6.63.5 The student will use graphic organizers to group objects based on attribute, functions, similarities and or differences.

6.64 The students will compare (identify similarities) and contrast (identify differences) objects, events, people and places.

6.64.1 The students will identify similarities between two objects, events people or places.

6.64.2 The student will identify differences between two objects, events, people or places.

6.64.3 The student will use a graphic organizer (such as a Venn Diagram) in order to compare and contrast objects, events, people and places.

6.64.4 The student will generate sentences to compare and contrast objects, events , people and places.

GRAMMAR

6.65 The student will comprehend by using prepositions in sentences when speaking and writing.

6.65.1 The student will use prepositions specific to location (e.g., in, on, below, above, next to) in sentences.

6.65.2 The student will use prepositions specific to time (e.g., since, until, after) in sentences.

6.65.3 The student will use prepositions specific to direction (e.g., towards, around, along, away) in sentences.

6.66 The student will use adjectives and adverbs in sentences.

6.66.1 The student will identify words that are adjectives and adverbs when given :number prompts.

6.66.2 The student will generate adjectives and adverbs to describe various nouns and verbs.

6.66.3 The student will complete sentences using adjectives and adverbs.

6.66.4 The student will use adjectives and adverbs in sentences.

6.67 The student will use figures of speech (analogies, metaphors, similes, proverbs and idioms) during conversational discourse.

6.67.1 The student will verbally explain :type figures of speech when provided with an example in text or spoken language.

6.67.2 The student will verbally complete phrases using :type of figures of speech when provided with an incomplete sentences.

6.67.3 The student will generate sentences using :type of figures of speech when provided with prompts.

INTELLIGIBILITY

6.68 The student will produce meaningful communication interactions through appropriate rate, appropriate speaking volume and appropriate pragmatic skills.

6.68.1 The student will produce intelligible speech by decreasing his rate of speech during all tasks given less than :number verbal cues per interaction.

6.68.2 The student will produce intelligible speech by increasing his speaking volume during all tasks given less than :number verbal cues per interaction.

6.68.3 The student will apply targeted speech intelligibility skills across educational and social settings.

6.68.4 The student will face the speaking partner or group when communicating ideas and thoughts.

PHONEMIC AWARENESS

6.69 The student will demonstrate sound discrimination skills through phonemic awareness skills including beginning sound awareness, rhyming and sound manipulation.

6.69.1 The student will identify and or match beginning and ending sounds in words.

6.69.2 The student will recognize and produce rhyming words.

6.69.3 The student will substitute initial and final sounds to create new words (ie. run/fun, sit/sip).

6.69.4 The student will demonstrate phonemic blending and segmentation skills to form and separate out single words.

FIGURATIVE LANGUAGE

6.70 The student will identify various types of figurative language encountered in text.

- 6.70.1 The student will identify and interpret the meanings of idioms, metaphors, similes or proverbs.
- 6.70.2 The student will create similes and metaphors in a sentence or paragraph.
- 6.70.3 The student will explain nonliteral and figurative language and infer the causes of a character's behaviors in text.
- 6.70.4 The student will infer why characters in literature say, feel and/or do the things they do.

7. SOCIAL / EMOTIONAL / BEHAVIORAL

SELF AWARENESS/SELF-CONCEPT/SELF-ESTEEM

- 7.1 The student will identify images of :himself, identify :his possessions and identify :his gender, which will demonstrate an awareness of self.**
- 7.1.1 The student will identify :himself in a mirror by pointing to :his own image in the mirror when asked, "Where is the student?".
 - 7.1.2 The student will identify :himself in a mirror by saying "I", "me" or :his own name to :his own image in the mirror.
 - 7.1.3 The student will identify :himself in a photograph by pointing to :his own image in the picture when asked, "Where is the student?".
 - 7.1.4 The student will identify :himself in a photograph by saying "I", "me" or :his own name to :his own image in the picture.
 - 7.1.5 Upon request, the student will identify :his own possessions by pointing to items to indicate ownership.
 - 7.1.6 Upon request, the student will identify :his own possessions by using "mine," "me," or :his own name to state ownership.
 - 7.1.7 Upon request, the student will correctly identify :his own gender.
- 7.2 When prompted, the student will state personal information about :himself (e.g., name, address, phone number, age).**
- 7.2.1 Upon request, the student will verbalize :his first and last name.
 - 7.2.2 Upon request, the student will correctly indicate :his age (e.g., verbal statement of age, holding up correct number of fingers).
 - 7.2.3 The student will identify :number safe and/or familiar people to share personal information with.
 - 7.2.4 When requested, the student will state :his home address.
 - 7.2.5 When requested, the student will state :his home telephone number.
- 7.3 The student will state :number personal qualities (e.g., strengths, weaknesses, likes, dislikes) about :himself and verbalize how these qualities may impact :his interactions with others.**
- 7.3.1 The student will identify :number personal strengths.
 - 7.3.2 The student will identify :number personal weaknesses.
 - 7.3.3 The student will identify :number personal likes.
 - 7.3.4 The student will identify :number personal dislikes.
 - 7.3.5 The student will verbalize and discuss ways that :his personal qualities affect :his own daily life.
 - 7.3.6 The student will verbally identify problematic personal qualities/behaviors :he displays and identify an appropriate socially acceptable substitute quality/behavior for each.
- 7.4 The student will identify :number of :his positive qualities and verbalize how they impact :his successful accomplishment of tasks.**
- 7.4.1 The student will make :number positive self-affirmations.
 - 7.4.2 The student will make :number positive statements about :his qualities and accomplishments.
 - 7.4.3 The student will accurately identify :number areas where :he has made improvement.
 - 7.4.4 The student will accurately identify :number areas where :he needs to improve.
 - 7.4.5 The student will verbally or non-verbally express pride and confidence in :himself after successful accomplishment of :number tasks.
 - 7.4.6 The student will discuss :number of healthy, safe and/or positive behaviors in which :he is regularly engaged.
 - 7.4.7 The student will identify :number examples of how :his own behavior affects others.
 - 7.4.8 The student will demonstrate self-esteem/confidence by attempting :number new experiences without protest, even when the risk of failure exists.

AWARENESS OF OTHERS

- 7.5 The student will respond to the presence of others through verbal or nonverbal behavior (e.g., visual tracking, smiling, verbalizing).**
- 7.5.1 The student will respond (e.g., by smiling) to adult initiated play such as peek-a-boo, etc.
 - 7.5.2 The student will display an awareness of others by looking directly at others when they are speaking to :him.
 - 7.5.3 The student will display an awareness of others by verbally responding when spoken to.
 - 7.5.4 The student will display an awareness of others by visually tracking another person who enters or leaves the room.

- 7.5.5 The student will display an awareness of others by verbally greeting another person who enters the room.

7.6 The student will identify the role played by others within :his environment and be able to verbalize their impact on :him.

- 7.6.1 The student will correctly identify the roles of various members of :his own family (e.g., mother, father, sister, brother).
- 7.6.2 The student will correctly identify the roles of :number members of :his community (e.g., police, medical services, fire fighters, mail carriers).
- 7.6.3 The student will make :number positive statements about the qualities and accomplishments of others in :his immediate environment.
- 7.6.4 The student will verbalize how the actions of :number members of :his family/community effect :his daily life.
- 7.6.5 The student will be able to identify family members.
- 7.6.6 The student will be able to identify community members.

FEELINGS/BEHAVIOR OF SELF/OTHERS

7.7 When prompted, the student will accurately identify :his own emotions/feelings (e.g., anxiety, stress, frustration, anger, sadness), the intensity of those emotions/feelings and strategies for dealing with those emotions/feelings.

- 7.7.1 The student will correctly point to identify emotions/feelings depicted on flashcards/pictures/posters (e.g., sadness, anger, fear, happiness), depicting human emotion/feeling.
- 7.7.2 The student will correctly verbalize the emotions depicted on flashcards/pictures/posters depicting human emotion/feeling (e.g., sadness, anger, fear, happiness).
- 7.7.3 When presented with :number simulated/hypothetical situations (e.g., role play), the student will correctly identify the emotions/feelings portrayed.
- 7.7.4 The student will verbally identify how :his feelings influence :his behavior in :number specific situations.
- 7.7.5 When presented with various simulated or hypothetical situations (e.g., role play), the student will identify feelings with varying intensities on a subjective unit of distress scale (e.g., 1=absence of feeling to 10= most extreme intensity of feeling).
- 7.7.6 The student will discuss the difference between feelings and behaviors and, when provided with :number examples of feelings and/or behaviors, the student will differentiate between these categories and provide explanations for each answer.
- 7.7.7 The student will verbally identify :number situations where :he experiences feelings of frustration, and will identify and implement strategies to deal with :his frustration.
- 7.7.8 The student will verbally identify :number situations where :he experiences anxiety in academic and/or competitive situations, and will identify and implement strategies to deal with :his anxiety.
- 7.7.9 The student will verbally identify :number situations where :he experiences anxiety from social interaction, and will identify and implement strategies to deal with :his anxiety.
- 7.7.10 The student will identify :number adaptive reactions to stress-provoking situations.
- 7.7.11 The student will identify :number maladaptive reactions to stress-provoking situations.
- 7.7.12 The student will respond to teasing from peers appropriately in :number situations as assessed by adult authority figures.
- 7.7.13 The student will display assertive communication skills (e.g., using "I" statements, expressing one's own perspective) to express :his own feelings on an issue.
- 7.7.14 The student will identify and discuss :number instances of irrational thinking or cognitive distortions of events that occurred during the school day, and appropriately identify and implement strategies for dealing with these events.

7.8 The student will respond to the feelings of others (e.g., anxiety, stress, frustration, anger), and will display appropriate behaviors in response to those feelings (e.g., comforting a friend when sad), which will demonstrate empathy for the feelings of others.

- 7.8.1 When presented with :number simulated/hypothetical situations (i.e., role play), the student will correctly identify the feelings of others.
- 7.8.2 The student will verbally identify :number examples of how :his own behavior affects others.
- 7.8.3 The student will accurately identify :number behaviors that cause others to become angry.
- 7.8.4 The student will accurately identify :number accomplishments of others.
- 7.8.5 The student will accurately identify and discuss :number signs of frustration displayed by others.
- 7.8.6 The student will accurately identify :number examples of aggressive, assertive and passive behavior of others in simulated situations.

- 7.8.7 The student will accurately identify :number non-verbal cues of others (e.g., voice tone, facial expressions, body language).
- 7.8.8 The student will demonstrate respectful acceptance of the individual differences of others in :number situations (e.g., accepting the person without derogatory comment, teasing).
- 7.8.9 When prompted, the student will accurately express actions needed to improve interpersonal situations (e.g., offer to help a person experiencing stress).
- 7.8.10 The student will be observed by adult authority figures, offering to help a peer at :number appropriate times.
- 7.8.11 The student will be observed by adult authority figures, expressing verbal support (e.g., giving constructive feedback to a peer), on :number occasions.
- 7.8.12 The student will be observed by adult authority figures, taking appropriate action in supporting a person whose rights are being violated on :number occasions.
- 7.9 The student will identify behavioral triggers (e.g., events, thoughts, emotions/feelings) and explain how these triggers impact on :his behavior or on the behavior of others.**
 - 7.9.1 When presented with a list of :number events, thoughts, emotions/feelings, and behaviors, the student will correctly identify each item by category.
 - 7.9.2 When presented with a hypothetical event, the student will identify :number probable thoughts and consequential feelings of these thoughts stemming from the hypothetical event, for :himself and others.
 - 7.9.3 The student will accurately recount events impacting :his current emotional state.
 - 7.9.4 The student will recount a personal experience/situation and identify the way in which the events led to personal thoughts and feelings.
 - 7.9.5 The student will verbally identify :number examples of how :his thoughts/feelings influence :his behavior.
 - 7.9.6 The student will verbally identify :number examples of how another person's thoughts/feelings influenced that person's behavior.
 - 7.9.7 The student will recount a personal experience/situation and identify :number ways in which :his behaviors led to others' thoughts, feelings and behaviors.
 - 7.9.8 The student will identify :number ways in which :his own self-concept affects :his own behavior.
 - 7.9.9 The student will identify :number ways in which another person's self-concept affects that person's behavior.

PLAY/SOCIALIZATION

7.10 The student will use toys in a purposeful, appropriate manner.

- 7.10.1 The student will use :number of toys in an appropriate, symbolic manner (e.g. rolling a car, using a pop-up toy, building blocks).
- 7.10.2 The student will use two or more toys in an appropriate, symbolic manner (e.g. rolling a car and filling with gas).
- 7.10.3 The student will engage in pretend play with toys.
- 7.10.4 The student will incorporate verbalizations into toy play (e.g. saying "choo, choo" when playing with trains).

7.11 The student will initiate and maintain solitary play (e.g., playing with nearby objects and engaging in goal directed and/or role-playing activities), for :duration.

- 7.11.1 The student will verbally ask and wait for permission to use other children's toys.
- 7.11.2 The student will initiate solitary play (e.g., playing with nearby objects and engaging in goal directed activities rather than remaining sedentary) when an adult (e.g., teacher, caregiver) is present.
- 7.11.3 The student will remain engaged in solitary play (e.g., playing with nearby objects and engaging in goal directed activities rather than remaining sedentary) for :duration when an adult (e.g., teacher, parent, caregiver) is present.
- 7.11.4 The student will independently initiate solitary play (e.g., playing with nearby objects and engaging in goal directed activities rather than remaining sedentary) when in the presence of toys, materials or activities.
- 7.11.5 The student will remain engaged in solitary play (e.g., playing with nearby objects and engaging in goal directed activities rather than remaining sedentary) for :duration when an adult (e.g., teacher, parent, caregiver) moves away from the child.
- 7.11.6 The student will imitate domestic chores and actions of primary caregivers (e.g., cooking, cleaning, gardening) during play.
- 7.11.7 The student will imitate adult roles outside the home during pretend play (e.g., teacher doctor, fireman, cashier).

- 7.11.8 The student will pretend to be engaged in a familiar activity (e.g., talking on the phone, typing on a keyboard) during play.
- 7.11.9 The student will appropriately explore objects during play (e.g., opening cabinets and drawers).
- 7.11.10 The student will independently engage in symbolic play (e.g., using one item to represent another).
- 7.11.11 The student will pick up and put away toys, upon request, after playing.
- 7.12 The student will engage in parallel play when in the presence of other children for :duration.**
 - 7.12.1 The student will tolerate close proximity to other children during unstructured times.
 - 7.12.2 When in the presence of other children, the student will play and engage in activities near those children for :duration.
 - 7.12.3 The student will display appropriate interest in typical peer play activities (e.g., attention to activity, physically approaching play activity).
 - 7.12.4 The student will engage in parallel play next to another child using identical toys.
 - 7.12.5 The student will engage in parallel play next to another child, using a different toy than the other child.
- 7.13 The student will participate in associative play activities in the classroom and on the playground.**
 - 7.13.1 During unstructured activities, the student will observe and imitate the motor actions and/or verbalizations of peers.
 - 7.13.2 The student will be able to wait :duration for preferred toys and activities.
 - 7.13.3 With an adult present, the student will be able to take turns with preferred objects and during activities without displaying frustration.
 - 7.13.4 The student will participate, in some way, in social interactions with peers (e.g. offer ideas, share toys, make corresponding noises to play activities, talk) for :duration.
 - 7.13.5 The student will preferentially attend or respond to other children's play activities (e.g., maintain focus upon play activities, appropriately mirror children's emotions).
- 7.14 The student will engage in cooperative play skills (e.g., initiate and maintain play with peers, demonstrate turn-taking, display appropriate response to winning/losing), for :duration.**
 - 7.14.1 The student will socially interact in some way with peers (e.g., offer ideas, share toys, make corresponding noises to play activity, talk) for :duration.
 - 7.14.2 When interacting with peers, the student will demonstrate a positive interaction style (e.g., using an appropriate voice, sharing, maintaining personal space) for :duration.
 - 7.14.3 When in the presence of peers, the student will initiate play activity with others when prompted by an adult.
 - 7.14.4 When in the presence of peers, the student will independently initiate play activity with others.
 - 7.14.5 When in the presence of peers who are actively engaged in cooperative play, the student will approach peers in an attempt to join the play activity, when prompted by an adult.
 - 7.14.6 When in the presence of peers who are actively engaged in cooperative play, the student will independently approach peers in an attempt to join the play activity.
 - 7.14.7 The student will appropriately share toys and play equipment with other children.
 - 7.14.8 The student will be able to wait :duration for preferred toys and activities.
 - 7.14.9 The student will imitate adult roles outside the home during pretend play with peers (e.g., teacher, doctor, fireman, cashier).
 - 7.14.10 The student will be able to accept and follow rules of a game without displaying frustration for :duration.
 - 7.14.11 The student will be able to take turns and share materials during a game without displaying frustration for :duration.
 - 7.14.12 The student will be able to accept who goes first/last, is team captain or who is "it", during structured play activities for :duration.
 - 7.14.13 The student will appropriately handle defeat in a competitive game situation (e.g. congratulating the winner without engaging in negative behaviors).
 - 7.14.14 The student will appropriately handle winning in a competitive game situation (e.g. without making fun of or teasing the loser).
 - 7.14.15 Following a cooperative play activity, the student will pick up and put away toys, upon request.
- 7.15 The student will communicate and interact in a positive manner with peers (e.g., nonaggressive verbalizations or body language, appropriate eye contact, appropriate turn-taking, listening without speaking) for :duration.**
 - 7.15.1 The student will display an awareness of social cues expressed by peers (e.g., facial expressions), and respond appropriately (e.g., returning a friendly smile) to these cues.
 - 7.15.2 The student will respond in a socially appropriate manner (e.g., responsiveness to greetings, play initiation), when approached by another child.
 - 7.15.3 The student will use appropriate verbalizations to express feelings and needs, rather than engage in

- physical behaviors or aggressive verbalizations, when interacting with peers.
- 7.15.4 The student will offer to share food or toys with others.
 - 7.15.5 The student will identify and discuss examples of socially acceptable behavior (e.g., greeting others, appropriate eye contact, engaging in conversation or cooperative play), during various social situations.
 - 7.15.6 The student will initiate conversations or social interactions with peers for :duration during unstructured activities.
 - 7.15.7 The student will facilitate negotiations or compromises with other children (e.g., offer solutions, demonstrate appropriate listening and perspective-taking skills).
 - 7.15.8 The student will identify :number appropriate behaviors to display when confronted with real or simulated situations involving peer pressure.
 - 7.15.9 The student will end social interactions with peers in an appropriate manner (e.g., verbally explain that it is time to leave or end activity, say or wave good-bye, etc.).
- 7.16 The student will foster and maintain :number positive relationships with peers.**
- 7.16.1 The student will identify :number characteristics of a positive peer relationship.
 - 7.16.2 The student will identify :number characteristics of a negative peer interaction.
 - 7.16.3 The student will identify :number types of behavior and language that are socially acceptable.
 - 7.16.4 The student will identify :number types of behavior and language that are socially unacceptable.
 - 7.16.5 The student will identify :number personal behaviors that could lead to conflict with peers.
 - 7.16.6 The student will maintain a positive social interaction with peers for :number minutes.
 - 7.16.7 The student will sustain consistent positive social relationships with :number peer(s) for :number weeks.
- 7.17 The student will interact in a socially acceptable manner with adults (e.g., non-aggressive verbalizations or body language, appropriate eye contact, appropriate turn-taking), across :number situations.**
- 7.17.1 The student will differentiate between familiar and unfamiliar adults and respond in a socially acceptable manner (as evidenced by facial expressions, appropriate verbalizations, etc.).
 - 7.17.2 The student will tolerate the presence of unfamiliar adults in appropriate social situations without displaying negative behaviors (e.g., tantrums, physical withdrawal, negative verbalizations) for :duration.
 - 7.17.3 The student will display a preferential attachment to a primary caregiver (e.g., physical proximity, selective attention, smiling), when the caregiver is present.
 - 7.17.4 The student will tolerate physical contact (e.g., hugging, being held) by a familiar adult for :duration.
 - 7.17.5 The student will appropriately separate from a primary caregiver or familiar adult when prompted (without excessive clinging, crying or tantrums).
 - 7.17.6 The student will appropriately respond to praise from a primary caregiver (e.g., smiling, approaching caregiver, continuing approved behavior).
 - 7.17.7 The student will appropriately respond to disapproval from a primary caregiver (e.g., frowning, discontinuing inappropriate behavior).
 - 7.17.8 The student will identify :number strategies for fostering positive relationships with adults/authority figures.
 - 7.17.9 The student will communicate and interact in a socially acceptable manner with appropriate adults (e.g., primary caregivers, teachers) for :duration in structured situations.
 - 7.17.10 The student will communicate and interact in a socially acceptable manner with appropriate adults (e.g., primary caregivers, teachers, etc.) for :duration in less structured situations.
 - 7.17.11 The student will initiate conversations or social interactions with appropriate adults (e.g., primary caregivers, teachers), through the use of appropriate behaviors (e.g., eye contact, abiding by personal space boundaries, verbal and non-verbal greetings).
 - 7.17.12 The student will display remorse for inappropriate behavior when an appropriate adult expresses disappointment or disapproval (e.g., frowning, looking down, seeking physical comfort).
 - 7.17.13 The student will display an awareness of dangerous situations by avoiding such situations or appropriately seeking adult attention or proximity.
 - 7.17.14 The student will appropriately end social interactions with adults (e.g., explaining that it is time to leave, end activity, waving good-bye).

SCHOOL/CLASSROOM

7.18 The student will attend school/class every day.

- 7.18.1 The student will separate from :his parent or primary caretaker to enter school independently.
- 7.18.2 The student will separate from :his parent or primary caretaker to enter a classroom independently.

- 7.18.3 The student will arrive on time for class and activities.
- 7.18.4 The student will remain in class for :duration.
- 7.18.5 The student will remain in class for the entire class/period.
- 7.18.6 The student will not leave class without staff permission.
- 7.18.7 The student will attend school for at least :number periods each day.
- 7.18.8 The student will attend school for at least :number days each week.
- 7.18.9 The student will attend all scheduled appointments, regularly and on time (e.g., therapy sessions, meetings), over a period of :number weeks.
- 7.18.10 The student will identify feelings or fears that interfere with :his ability to attend school and will formulate :number strategies to appropriately cope with such feelings.

7.19 The student will participate in and follow classroom routines and activities throughout the school day.

- 7.19.1 The student will arrive at class with required materials (e.g., paper, pen, pencil, homework).
- 7.19.2 The student will complete assigned work on a daily basis.
- 7.19.3 The student will raise :his hand to participate in classroom activities, discussions and lessons.
- 7.19.4 The student will raise :his hand and wait to be called upon before verbalizing.
- 7.19.5 The student will independently engage in a classroom activity announced by a teacher or at a predetermined scheduled time.
- 7.19.6 The student will ask for teacher assistance when needed on :number occasions.
- 7.19.7 The student will listen appropriately while peers are speaking during classroom activities, without interruption.
- 7.19.8 The student will listen appropriately while adults are speaking during classroom activities, without interruption.
- 7.19.9 The student will participate cooperatively with groups of student in classroom activities (e.g., divide and complete responsibilities, share materials, exchange opinions).
- 7.19.10 The student will correctly follow daily classroom entry routines (e.g., unpack own backpack, put away personal belongings and school materials, join in circle-time).

7.20 The student will transition from one activity to the next, including transitioning from more preferred to less preferred tasks or activities.

- 7.20.1 The student will move directly from one location to another without disruption (e.g., classroom to classroom, playground to classroom, classroom to library).
- 7.20.2 The student will transition appropriately (e.g., willingly prepare for next activity, refrain from tantrums, appropriately express disappointment when experienced) from classroom to special subject areas.
- 7.20.3 The student will verbalize :number of strategies to use when transitioning to a less preferred activity.
- 7.20.4 The student will implement :number strategies when required to transition from a more preferred activity to a less preferred activity.

7.21 The student will identify and comply with teacher directives, classroom rules/expectations and school rules throughout the school day.

- 7.21.1 The student will identify and comply with :number classroom rules.
- 7.21.2 The student will complete assigned class work.
- 7.21.3 The student will complete assigned homework.
- 7.21.4 The student will remain seated for :duration.
- 7.21.5 The student will remain seated for the entire class period.
- 7.21.6 The student will work quietly without distracting others for :duration.
- 7.21.7 When in class, the student will not leave without staff permission.
- 7.21.8 The student will comply with school rules during structured times (e.g., accept discipline, abide by safety rules).
- 7.21.9 The student will comply with school rules during less structured/transition times (e.g., hallways, study hall, lunch room, bus, after-school activities).
- 7.21.10 The student will demonstrate the ability to generalize classroom/school rules in :number situations (e.g., with other teachers, substitutes, peers placed in positions of authority).
- 7.21.11 The student will verbally identify :number problematic school behaviors :he displays and identify an appropriate, socially acceptable substitute behavior for each.
- 7.21.12 The student will identify :number classroom rules vs. non classroom rules.
- 7.21.13 The student will identify :number of classroom rules.
- 7.21.14 The student will comply with :number of classroom rules.

7.22 The student will maintain :his attention for :duration during classroom instruction.

- 7.22.1 The student will verbalize an understanding of the importance of sustained attention in the classroom.

- 7.22.2 The student will identify :number times of the day and/or triggers which impact :his ability to attend.
- 7.22.3 The student will verbalize :number strategies to maintain or improve :his attention in the classroom (e.g., deep breathing, look toward the speaker, self-statements).
- 7.22.4 The student will reduce or eliminate in-class avoidant behaviors (e.g., unnecessarily sharpening pencils, daydreaming, doodling) from :numberfrom to :numbert to times per day.
- 7.22.5 The student will reduce or eliminate avoidant behaviors that involve leaving the classroom (e.g., bathroom, water, nurse), from :numberfrom to :numbert to times per day.
- 7.22.6 The student will reduce or eliminate impulsive physical behaviors (e.g., tapping, rocking, fidgeting), from :numberfrom to :numbert to times per day.
- 7.22.7 The student will reduce or eliminate self-stimulatory behaviors (e.g., grunting, twirling, placing inedible objects into mouth, repetitive constant scratching, picking, finger sucking) from :numberfrom to :numbert to times per day.
- 7.22.8 The student will remain on task for a period of :duration during unstructured or independent work time.
- 7.22.9 The student will remain on task during the class lessons (e.g., student will focus attention on presented materials, will refrain from engaging in distracting social interactions, will ignore environmental distractions) for :duration.

7.23 The student will eliminate negative and/or physically aggressive behavior throughout the school day.

- 7.23.1 The student will eliminate non-verbal immature behaviors (e.g., making faces, showing off).
- 7.23.2 The student will eliminate verbally immature behaviors (e.g., silliness, teasing).
- 7.23.3 The student will eliminate verbally aggressive/abusive behaviors (e.g., teasing, cursing, loud tone, yelling).
- 7.23.4 The student will eliminate self-injurious behaviors (e.g., hitting self, banging head).
- 7.23.5 The student will eliminate physically aggressive/abusive behaviors (e.g., pushing, hitting, biting, inappropriate touching).
- 7.23.6 The student will eliminate throwing objects.
- 7.23.7 The student will eliminate destruction of student or school property (e.g., destroying others' work, writing on books, walls, desks).
- 7.23.8 The student will eliminate lying behaviors.
- 7.23.9 The student will eliminate stealing behavior.

COPING SKILLS

7.24 The student will adapt to changes in :his environment.

- 7.24.1 The student will easily separate from a parent or caregiver.
- 7.24.2 The student will transition between routine activities and new or unexpected occurrences. (e.g. schedule change, guest speaker, staff absence, seat change, field trip).
- 7.24.3 The student will adjust :his behavior as appropriate for different settings and/or events.
- 7.24.4 The student will use multiple adaptive strategies to cope with change (e.g. seeking social support from an adult or peer, taking deep breaths, engaging in another activity).

7.25 When the student expresses a negative emotion at school (e.g., frustration, anger, anxiety, sadness, impulsivity), :he will identify and appropriately use a coping skill (e.g., perspective-taking, assertive-communication, deep breathing, problem-solving, planned positive activities) to maintain acceptable school behavior.

- 7.25.1 When presented with a hypothetical scenario containing the expression of a negative emotion (e.g., frustration, anger, anxiety, sadness), the student will be able to identify the intensity of the emotion on a scale of subjective units of distress (e.g., 1=absence of feeling to 10=most extreme intensity of feeling).
- 7.25.2 When the student expresses a negative emotion (e.g., frustration, anger, anxiety, sadness), :he will be able to identify the intensity of the emotion on a scale of subjective units of distress (e.g., 1=absence of feeling to 10=most extreme intensity of feeling).
- 7.25.3 When presented with a hypothetical scenario containing the expression of a negative emotion (e.g., frustration, anger, anxiety, sadness), the student will accurately identify :number situations and/or thoughts that led to the negative emotion.
- 7.25.4 When faced with a negative emotion (e.g., frustration, anger, anxiety, sadness), the student will accurately identify :number situations and/or thoughts that led to the negative emotion.
- 7.25.5 The student will express :his negative emotions appropriately by using words to state feelings.
- 7.25.6 When presented with a hypothetical scenario containing the expression of a negative emotion (e.g., frustration, anger, anxiety, sadness), the student will accurately express a plan to change the situation

- and/or thoughts that led to the negative emotion.
- 7.25.7 When faced with a negative emotion (e.g., frustration, anger, anxiety, sadness), the student will accurately express a plan to change the situation and/or thoughts that led to the negative emotion.
 - 7.25.8 The student will identify :number appropriate people to access for assistance (e.g., teacher, parent, counselor) when faced with a negative emotion (e.g., frustration, anger, anxiety, sadness).
 - 7.25.9 The student will appropriately identify the need for assistance and will solicit assistance from appropriate people when it is necessary to cope with an event.
 - 7.25.10 When faced with feelings of sadness, the student will identify :number enjoyable activities to engage in that could lessen those feelings.
 - 7.25.11 When faced with feelings of sadness, the student will perform an enjoyable activity to help lessen those feelings.
 - 7.25.12 When feeling impulsive, the student will identify :number coping strategies (e.g., self-talk, counting to 10, deep breaths, accessing assistance), to help lessen those feelings.
 - 7.25.13 When feeling impulsive, the student will implement :number coping strategies (e.g., self-talk, counting to 10, deep breaths, accessing assistance), to help lessen those feelings.
 - 7.25.14 When feeling frustrated, the student will identify :number coping strategies (e.g., self-talk, counting to 10, deep breaths, assertive communication, accessing assistance), to help lessen those feelings.
 - 7.25.15 When frustrated, the student will express displeasure verbally, rather than by withdrawing from participation in school/class activities.
 - 7.25.16 When feeling anxious, the student will identify :number coping strategies (e.g., self-talk, counting to 10, deep breaths, accessing assistance), to help lessen those feelings.
 - 7.25.17 When anxious, the student will implement :number coping strategies (e.g., self-talk, counting to 10, deep breaths, accessing assistance), to help lessen those feelings.

SOCIAL DECISION MAKING

7.26 When presented with a simulated/hypothetical social situation (e.g., being teased, insulted, bumped by another student), the student will identify :number options for response, the possible consequence of each option and will identify the option with the most favorable outcome.

- 7.26.1 The student will discuss and identify :number benefits of applying a responsible decision-making process to situations.
- 7.26.2 When given a hypothetical situation, the student will define :number available choices/solutions and the projected outcomes or consequences of each choice.
- 7.26.3 The student will discuss and assess a problem situation and identify :number available choices/solutions and the projected outcomes or consequences of each choice.
- 7.26.4 When presented with a hypothetical situation with behavioral options and corresponding consequences, the student will select the behavioral option with the most favorable outcome or consequence.
- 7.26.5 The student will identify :number past decisions :he has made and the outcomes or consequences of each.
- 7.26.6 The student will discuss past decisions :he has made and identify :number alternative actions :he could have taken and their predicted outcomes or consequences.
- 7.26.7 When presented with a hypothetical situation with behavioral options, the student will select the behavioral option with the most favorable outcome or consequence.
- 7.26.8 The student will identify and display :number appropriate reactions and :number appropriate alternative solutions to challenging social situations that occur in school (e.g., student accidentally bumps into :him).

7.27 When faced with a social conflict with peers or adults, the student will use positive strategies (e.g., perspective-taking, assertive-communication, problem-solving, seeking appropriate assistance) to resolve the conflict.

- 7.27.1 The student will accurately identify :number situations that may lead to conflict (e.g., hurtful teasing, name calling).
- 7.27.2 The student will identify :number personal behaviors that may contribute to conflict.
- 7.27.3 When presented with a hypothetical situation of social conflict, the student will accurately verbalize the components of the situation by identifying the parties involved and :number possible thoughts and feelings of the members of each party.
- 7.27.4 When faced with a social conflict with peers or adults, the student will accurately verbalize the components of the conflict situation by identifying the parties involved and :number possible thoughts and feelings of the members of each party.
- 7.27.5 When engaged in conflict resolution during a hypothetical role play situation, the student will produce

- :number possible solutions to the conflict.
- 7.27.6 When engaged in conflict resolution, the student will produce :number possible solutions to the conflict.
- 7.27.7 When engaged in conflict resolution, the student will cooperate and compromise to reach a solution to the conflict.
- 7.27.8 When engaged in conflict resolution during a hypothetical role play situation, the student will accept the chosen solution by complying with the mandates of the solution.
- 7.27.9 When engaged in conflict resolution, the student will accept the chosen solution by complying with the mandates of the solution.
- 7.27.10 When presented with a hypothetical role play social conflict with peers or adults, the student will use respectful verbal and non-verbal behavior (e.g., appropriate eye-contact, body language) when communicating with the peer or adult.
- 7.27.11 When faced with a social conflict with peers or adults, the student will use respectful verbal and non-verbal behavior (e.g., appropriate eye-contact, body language) when communicating with the peer or adult.
- 7.27.12 The student will identify :number appropriate individuals whom :he can ask for assistance in dealing with a social conflict.
- 7.27.13 The student will seek assistance from appropriate individuals, when needed, to deal with a conflict situation.

7.28 The student will display knowledge of social customs/mores and will apply them to :number daily life situations.

- 7.28.1 The student will verbally identify :number types of acceptable behavior and/or language to be used in social interaction.
- 7.28.2 The student will verbally identify :number types of unacceptable behavior and/or language that should not be used in social interaction.
- 7.28.3 The student will display socially acceptable manners (e.g., saying please, thank you, apologizing), at appropriate times.
- 7.28.4 The student will engage in appropriate turn-taking during conversation.
- 7.28.5 The student will take care of :his own belongings.
- 7.28.6 The student will ask permission of others before borrowing an item.
- 7.28.7 The student will return borrowed items in a timely manner.
- 7.28.8 The student will return borrowed items in the same condition as borrowed.
- 7.28.9 The student will respect other people's property.
- 7.28.10 When involved in athletic activities, the student will engage in rules of good sportsmanship.
- 7.28.11 The student will make :number positive statements indicating acceptance of other people's individual differences (e.g., race, disability, religion).
- 7.28.12 The student will dress and groom appropriately according to school standards (e.g., buttons buttoned, zippers zipped, clothing covering private body parts).
- 7.28.13 When presented with :number scenarios, the student will distinguish between socially acceptable/responsible and unacceptable/irresponsible sexual behaviors, and explain :his responses.
- 7.28.14 The student will identify :number means to appropriately gain attention or affection of others (e.g., smiling, initiating positive conversation/greeting, making eye contact, abiding by personal space boundaries).
- 7.28.15 The student will identify :number means that are inappropriate to gain the attention or affection of others (e.g., using sexual and/or seductive body language, suggestive verbalizations).
- 7.28.16 The student will utilize :number means to positively gain the attention or affection of others (e.g., smiling, initiating positive conversation/greeting, making eye contact, maintaining appropriate body space).
- 7.28.17 The student will decrease self-stimulatory behavior from :durationfrom to :durationto during the school day.

8. MOTOR SKILLS

GROSS MOTOR

- 8.1 The student will respond to a visual or verbal direction to move :his body, identify :his body position, identify :his personal space or where objects are in relation to :him in the educational environment.**
- 8.1.1 The student will correctly name and point to five of :his own body parts.
 - 8.1.2 The student will correctly place both hands on :his major body parts (e.g., head, shoulder, knee, toes, hips) on verbal command.
 - 8.1.3 The student will imitate, model or mirror specified body movements (e.g., bending, straightening, swinging, swaying, twisting, turning).
 - 8.1.4 The student will perform the specified body movements (e.g., bend, straighten, swing, sway, twist, turn).
 - 8.1.5 The student will follow classroom rules pertaining to appropriate physical closeness or contact with others (e.g., playground, standing on line).
 - 8.1.6 The student will move :his body in the indicated direction (e.g., forward, backward, up, down, sideways, right, left, diagonally).
 - 8.1.7 The student will move objects in relation to :his body into the indicated positions (e.g., in front of, behind, beside, between, toward, away from, near, far, over, under, through, around, inside, outside).
 - 8.1.8 The student will correctly draw a person with body parts in an appropriate orientation including a complete face, body and four extremities.
 - 8.1.9 The student will touch one finger to :his nose, name and point to the right and left sides of :his own body with eyes closed.
- 8.2 The student will assume and maintain a specified posture (e.g., standing, sitting, cross-legged sitting, upright) for :duration to assist in developing :his endurance and overall body strength while participating in the educational setting.**
- 8.2.1 The student will assume and maintain a standing posture for :duration.
 - 8.2.2 The student will assume and maintain a sitting posture at a desk for :duration.
 - 8.2.3 The student will assume and maintain a crossed-leg sitting posture on the floor for :duration.
 - 8.2.4 The student will assume and maintain an upright posture while walking in the school building for :duration.
- 8.3 The student will transition safely from one building location to another (e.g., classroom, cafeteria, gymnasium, auditorium) to assist in developing :his personal awareness and motor planning skills while moving in a dynamic school environment.**
- 8.3.1 The student will move safely within a classroom.
 - 8.3.2 The student will move safely from the classroom to the hallway.
 - 8.3.3 The student will move safely from the classroom, through the hallway and to another classroom.
 - 8.3.4 The student will ascend and descend one flight of stairs with the use of the handrail with a reciprocal gait pattern.
 - 8.3.5 The student will ascend and descend one flight of stairs without the use of the handrail with a reciprocal gait pattern.
 - 8.3.6 The student will ascend and descend one flight of stairs without the use of the handrail with a reciprocal gait pattern while holding objects in :his hands.

EARLY DEVELOPMENT/GROSS MOTOR SKILLS

- 8.4 The student will complete :number specific exercises which require core strength, balance and coordination to assist :him in participating in school activities.**
- 8.4.1 The student will reach with one hand to grab a toy held at eye level while propped on elbows for :repetitions.
 - 8.4.2 The student will push up on extended arms to observe a dangling toy while lying on stomach for :duration.
 - 8.4.3 When lying on back, the student will reach with 1 or 2 hands to grab an object held overhead for :repetitions.
 - 8.4.4 The student will roll from back to stomach and from stomach to back for :repetitions.
 - 8.4.5 The student will lie on :his stomach and prop on forearms for :duration.
 - 8.4.6 The student will belly crawl for :distance.
 - 8.4.7 The student will creep on hands and knees for :duration.
 - 8.4.8 The student will move from a stomach or back lying position to a sitting position for :repetitions.

- 8.4.9 While sitting, the student will reach and touch objects placed at arm's reach using either hand for :repetitions.
- 8.4.10 The student will move from hands and knees to a tall kneeling position for :repetitions.
- 8.4.11 The student will pull to a standing position while holding on to furniture or an adult for :repetitions.
- 8.4.12 The student will pull to a standing position and stand alone without support for :duration.
- 8.4.13 The student will transition from floor to standing via a half kneel position for :repetitions.
- 8.4.14 The student will stand alone without support and take :number side steps.

STRENGTH/EXERCISES

8.5 The student will complete :number specific exercises which require upper body strength (e.g., hands, forearms, shoulders) to assist :him in being able to complete desk work independently within a school setting.

- 8.5.1 The student will mold and tear theraputty of medium resistance to increase overall hand strength for :duration.
- 8.5.2 The student will correctly rotate both wrists simultaneously to roll and unroll an object for :duration.
- 8.5.3 The student will use intrinsic strength to grasp and manipulate malleable materials without fatigue for :duration.
- 8.5.4 The student will perform increased repetitions from :repetitionsfrom to :repetitionsto on exercises designed for the upper body, without fatigue.
- 8.5.5 The student will self-propel prone on a scooter board for :duration.
- 8.5.6 The student will correctly perform general conditioning exercises (e.g., push-ups) for increased periods from :repetitionsfrom to :repetitionsto, without fatigue.

8.6 The student will complete :number specified exercises which require lower body strength (e.g., hips, quads, calves) to assist :him in being able to participate in physical activities within the classroom, physical education class or playground.

- 8.6.1 The student will develop muscle strength in :his lower extremities by performing increased repetitions from :repetitionsfrom to :repetitionsto for lower body exercises, without fatigue.
- 8.6.2 The student will self-propel sitting on a scooter board for :duration with the use of :his lower extremities.
- 8.6.3 The student will correctly perform general conditioning exercises (e.g., knee bends, sit ups) for increased periods from :repetitionsfrom to :repetitionsto, without fatigue.

ENDURANCE

8.7 The student will participate in physical activity from :durationfrom to :durationto without fatigue to assist :him in participating in activities for longer periods of time.

- 8.7.1 The student will increase respiratory capacity from :durationfrom to :durationto.
- 8.7.2 The student will perform gross motor activities for :durationfrom to :durationto.
- 8.7.3 The student will participate in :his physical education class for :duration.
- 8.7.4 The student will walk with functional speed for :duration without resting.
- 8.7.5 The student will run for :duration at a speed similar to peers, without fatigue.
- 8.7.6 The student will develop muscle strength in :his trunk for performing functional activities in the classroom by performing increased repetitions of proximal trunk exercises from :repetitionsfrom to :repetitionsto, without fatigue.
- 8.7.7 The student will jump rope while swinging the rope for :duration, without expressing fatigue.

BALANCE

8.8 The student will maintain :his balance for :duration while participating in static or dynamic activities in :his educational setting.

- 8.8.1 The student will sit and maintain head in midline while engaged in classroom activities for :duration.
- 8.8.2 The student will sit and maintain proper body alignment while seated in a chair for :duration.
- 8.8.3 The student will maintain balance on a classroom seat while reaching to either side for objects without falling for :repetitions.
- 8.8.4 The student will maintain a tailor-sit position for :duration.
- 8.8.5 The student will maintain a long-leg sitting position for :duration.
- 8.8.6 The student will maintain left/right sitting position while bearing weight on left/right open hand for :duration.
- 8.8.7 The student will reach and grab an object held at arm's length from either side without losing balance while long-sitting for :repetitions.

- 8.8.8 The student will sit unsupported (may use hands) for :duration.
- 8.8.9 The student will maintain balance while sitting unsupported when physically challenged by the therapist for :duration.
- 8.8.10 The student will lift each leg into full extension when on hands and knees for :repetitions.
- 8.8.11 The student will lift each arm into full extension when on hands and knees for :number repetitions.
- 8.8.12 The student will knee stand without losing balance for :duration.
- 8.8.13 The student will maintain balance while performing a dynamic activity (e.g., throwing a bean bag into a bucket) in tall kneel position without falling over for :repetitions.
- 8.8.14 The student will stand using an assistive device (e.g., supported by crutches, walker, cane) without losing balance for :duration.
- 8.8.15 The student will stand unsupported without losing balance for :duration.
- 8.8.16 The student will pick up objects from the floor, from a standing position, without falling for :repetitions.
- 8.8.17 The student will lean over without falling, pick up an object and throw it for :repetitions.
- 8.8.18 The student will pick up and carry an object without falling for :distance.
- 8.8.19 The student will stand on one leg for :duration.
- 8.8.20 The student will walk on a balance beam in a heel toe pattern without stepping off for :distance.
- 8.8.21 The student will maintain balance on an unstable surface for :duration.
- 8.8.22 The student will step up a :number inch curb for :repetitions.
- 8.8.23 The student will kick a moving playground ball without falling for :repetitions.

WALKING

8.9 The student will walk for :duration to assist in developing :his strength, balance and body awareness to function independently within :his dynamic school environment.

- 8.9.1 The student will walk with arms swinging at :his side for :distance.
- 8.9.2 The student will walk forward with a heel to toe gait for :distance.
- 8.9.3 The student will walk in a straight line for :distance.
- 8.9.4 The student will walk between the rows of classroom furniture without bumping into anything for :duration.
- 8.9.5 The student will walk around or over obstacles in the classroom without falling for :duration.
- 8.9.6 The student will walk sideways, right to left and left to right for :distance.
- 8.9.7 The student will walk on a line placing one foot in front of the other foot (tandem) for :distance.

STAIRS

8.10 The student will ascend and descend the stairs for :repetitions to assist in safely transitioning more independently in :his educational environment.

- 8.10.1 The student will ascend and descend stairs on :his backside for :repetitions.
- 8.10.2 The student will ascend stairs on :his hands and knees for :repetitions.
- 8.10.3 The student will ascend and descend stairs, step-over-step using a handrail for :repetitions.
- 8.10.4 The student will ascend and descend stairs, without the use of the handrail with a reciprocal gait pattern for :repetitions.
- 8.10.5 The student will ascend and descend the steps to get on and off the school bus for :repetitions.

HOPPING

8.11 The student will hop for :distance to assist in :his being able to participate in physical education activities.

- 8.11.1 The student will hop on one leg, for :distance consecutively.
- 8.11.2 The student will hop on two legs for :distance consecutively.

JUMPING

8.12 The student will jump for :distance to assist in :his being able to participate in physical education activities.

- 8.12.1 The student will jump in place for :duration.
- 8.12.2 The student will jump with both feet together for :duration.
- 8.12.3 The student will jump forward, backward and sideways onto specified targets on the floor for :duration.
- 8.12.4 The student will broad jump :distance with a bilateral takeoff and landing.

8.12.5 The student will jump on a trampoline with or without a holding rail for :duration.

8.12.6 The student will jump rope while swinging the rope for :repetitions.

RUNNING

8.13 The student will run for :duration to assist in :his being able to participate in physical education activities.

8.13.1 The student will run forward with swinging arms for :distance.

8.13.2 The student will run, start, stop and change direction, while running for :duration.

8.13.3 The student will run without stopping for :duration.

SKIPPING/GALLOPING

8.14 The student will skip and/or gallop for :distance to assist in :his being able to participate in physical education activities.

8.14.1 The student will gallop with either foot leading for :distance.

8.14.2 The student will skip with alternating feet for :distance with opposing upper and lower extremities.

BALL SKILLS

8.15 The student will throw, catch, bounce, dribble, hit and kick a ball for :repetitions to assist in being able to participate in physical education activities.

8.15.1 The student will throw and catch a medium size ball for :repetitions.

8.15.2 The student will throw a large ball underhand, using two hands :number times consecutively.

8.15.3 The student will throw a small ball underhand or overhand :number times consecutively with opposing upper and lower extremity motion.

8.15.4 The student will throw a small ball underhand or overhand and hit specified targets :number times consecutively.

8.15.5 The student will use a medium size ball (roll or throw) to hit a targeted object :number times consecutively.

8.15.6 The student will bounce and catch a ball with two hands :number times consecutively.

8.15.7 The student will catch a ball, with or without a mitt, :number times consecutively.

8.15.8 The student will throw a ball to the wall :distance away then catch after one bounce :number times consecutively.

8.15.9 The student will hit a ball with a bat :number times consecutively.

8.15.10 The student will dribble a ball with either hand for :repetitions.

8.15.11 The student will walk up or run up and kick a medium size stationary ball, without losing balance for :repetitions.

8.15.12 The student will walk up or run up and kick a medium size rolling ball, without losing balance for :repetitions.

RIDING

8.16 The student will ride a tricycle, bicycle or scooter for :duration to assist in developing balance, endurance and strength to participate in physical education activities.

8.16.1 The student will step on and off a small wheeled toy for :repetitions.

8.16.2 The student will use :his feet to move on a "ride on" toy without pedals for :duration.

8.16.3 The student will get on and off an adaptive tricycle and pedal for :duration.

8.16.4 The student will ride an adaptive tricycle for :duration.

8.16.5 The student will pedal a stationary bike without resting for :duration.

8.16.6 The student will ride a tricycle for :duration.

8.16.7 The student will ride a bicycle with training wheels for :duration.

8.16.8 The student will self-propel a scooter using reciprocal leg movements while seated for :duration.

8.16.9 The student will self-propel a scooter using reciprocal arm movements while lying on :his stomach for :distance.

PLAYGROUND AND GYM EQUIPMENT

8.17 The student will safely use playground and gym equipment for :duration to assist in sensory-motor planning.

8.17.1 The student will sit on a swing, holding on with hands for :duration.

8.17.2 The student will sit on a swing, holding on with hands while being pushed for :duration.

- 8.17.3 The student will sit on a swing, holding on with hands and moving legs symmetrically (e.g., pumping) to self-propel the swing for :duration.
- 8.17.4 The student will climb up and down a ladder or low play equipment for :repetitions.
- 8.17.5 The student will ascend and descend ladder rungs one step at a time for :repetitions.
- 8.17.6 The student will ascend and descend ladder rungs alternating each step for :repetitions.
- 8.17.7 The student will sit on top of the slide with feet straight and initiate a sitting slide for :repetitions.
- 8.17.8 The student will climb the bars of a jungle gym for :repetitions.

PARALLEL BARS

8.18 The student will use the parallel bars for :duration to assist in developing :his strength, balance and gait to aid in the development of functional independency.

- 8.18.1 The student will maintain a standing position while holding onto parallel bars for :duration.
- 8.18.2 The student will transfer body weight from one side to the other while standing between parallel bars and holding on with two hands for :duration.
- 8.18.3 The student will transfer body weight to one side of body and lift opposite foot while standing between parallel bars and holding on with two hands for :repetitions.
- 8.18.4 The student will take a side step between parallel bars while holding on for :repetitions.
- 8.18.5 The student will take a step forward between the parallel bars without holding on for :repetitions.
- 8.18.6 The student will walk the length of the parallel bars while holding on, using a swing-through gait for :repetitions.
- 8.18.7 The student will walk the length of the parallel bars while holding on, using a three-point gait for :repetitions.
- 8.18.8 The student will walk the length of the parallel bars while holding on, using a reciprocal gait for :repetitions.
- 8.18.9 The student will turn around between parallel bars while holding on for :repetitions.

WALKER

8.19 The student will safely navigate throughout the school building including the cafeteria, classroom, gym and bathroom using :his walker.

- 8.19.1 The student will assume a standing position at a walker from a seated position for :repetitions.
- 8.19.2 The student will take :number steps forward using a walker.
- 8.19.3 The student will turn around using a walker for :repetitions.
- 8.19.4 The student will walk :distance using a walker.
- 8.19.5 The student will open a closed door, walk through and close the door, using a walker for :repetitions.
- 8.19.6 While using a walker, the student will transfer to and from the toilet for :repetitions.

CRUTCHES

8.20 The student will safely navigate throughout the school building including the cafeteria, classroom, gym and bathroom using :his crutches.

- 8.20.1 While using crutches, the student will stand from a seated position for :repetitions.
- 8.20.2 While using crutches, the student will maintain standing for :duration.
- 8.20.3 While using crutches, the student will take :number steps sideways.
- 8.20.4 While using crutches, the student will take :number steps forward with a four -point gait.
- 8.20.5 While using crutches, the student will take :number steps forward with a three-point gait.
- 8.20.6 While using crutches, the student will take :number steps forward with a swing-through gait.
- 8.20.7 While using crutches, the student will turn around for :repetitions.
- 8.20.8 While using crutches, the student will open a closed door, walk through and close the door for :repetitions.
- 8.20.9 While using crutches, the student will ascend and descend stairs and curbs for :repetitions.
- 8.20.10 While using crutches, the student will transfer to and from the toilet for :repetitions.

CANES

8.21 The student will safely navigate throughout the school building including the cafeteria, classroom, gym and bathroom using :his canes.

- 8.21.1 While using canes the student will stand from a seated position for :repetitions.
- 8.21.2 While using canes, the student will take :number steps sideways.
- 8.21.3 While using canes, the student will take :number steps forward with a four -point gait.

- 8.21.4 While using canes, the student will take :number steps forward with a three-point gait.
- 8.21.5 While using canes, the student will take :number steps forward with a two-point gait.
- 8.21.6 While using canes, the student will turn around for :repetitions.
- 8.21.7 While using canes, the student will open a closed door, walk through and close the door for :repetitions.
- 8.21.8 While using canes, the student will ascend and descend stairs and curbs for :repetitions.
- 8.21.9 While using canes, the student will transfer to and from the toilet for :repetitions.

BRACES/PROTHESIS

8.22 The student will safely navigate throughout the school building including the cafeteria, classroom, gym and bathroom using :his braces or prosthesis.

- 8.22.1 The student will use :his braces or prosthesis for :duration.
- 8.22.2 The student will explain to a person assisting :him, how to put on and remove :his braces or prosthesis.
- 8.22.3 The student will don and doff :his braces or prosthesis for :repetitions.
- 8.22.4 While using braces or prosthesis, the student will stand from a seated position for :repetitions.
- 8.22.5 While using braces or prosthesis, the student will take :number steps sideways.
- 8.22.6 While using braces or prosthesis, the student will turn around for :repetitions.
- 8.22.7 While using braces or prosthesis, the student will open a closed door, walk through and close the door for :repetitions.
- 8.22.8 While using braces or prosthesis, the student will ascend and descend stairs and curbs for :repetitions.
- 8.22.9 While using braces or prosthesis, the student will transfer to and from the toilet for :repetitions.

WHEELCHAIR

8.23 The student will safely navigate throughout the school building including the cafeteria, classroom, gym and bathroom using :his wheelchair.

- 8.23.1 The student will operate the components of :his wheelchair.
- 8.23.2 The student will transfer to and from :his wheelchair to a chair or toilet.
- 8.23.3 The student will transfer between :his wheelchair and the floor for instruction or classroom activities.
- 8.23.4 The student will demonstrate wheelchair safety techniques (e.g., locking brakes, turning power off/on, manipulating controls and footrests).
- 8.23.5 The student will operate :his wheelchair (e.g., use of power, maneuvering, entering and exiting spaces) for :duration.
- 8.23.6 The student will maneuver :his wheelchair forward, backward, through doorways and turns, and in the classroom using :his arms to push wheels or power maneuvering for :duration.
- 8.23.7 The student will negotiate school entrances and exits while in :his wheelchair, without incident.

RANGE OF MOTION

8.24 The student will partake in range of motion exercises, including stretching and flexibility activities, to help maintain joint function and to preserve joint mobility for functional movement.

- 8.24.1 The student will maintain :his present range of motion and flexibility of upper extremities to prevent regression.
- 8.24.2 The student will maintain :his present range of motion and flexibility of lower extremities to prevent regression.
- 8.24.3 The student will maintain :his upper extremities in a position to reduce hypertonic or hyperextension posture with assistive devices (e.g., splints, taping).
- 8.24.4 The student will maintain :his lower extremities in a position to reduce hypertonic or hyperextension posture with assistive devices (e.g., splints, taping).

8.25 The student will partake in stretching and flexibility activities to increase :his range of motion from :numberfrom degrees to :numberto degrees to preserve joint mobility for functional movement.

- 8.25.1 The student will increase :his present range of motion and flexibility of upper extremities by :number degrees.
- 8.25.2 The student will increase :his present range of motion and flexibility of lower extremities by :number degrees.
- 8.25.3 The student will move :his head fully from side to side in :number developmental positions.

ADAPTIVE POSITIONING**8.26 The student will maintain adaptive positioning to maintain functional body postures for :duration.**

- 8.26.1 The student will sit erect displaying head and upper and lower trunk alignment for :duration.
- 8.26.2 The student will maintain adaptive positioning (e.g., on a standing box, prone or supine stander, mat, side lyer, stretcher) daily, while in classroom for :duration.
- 8.26.3 The student will stand in proper position in a prone or supine stander for :duration.
- 8.26.4 The student will maintain a weight bearing position at a :number degree angle on the tilt table for :duration.
- 8.26.5 The student will stand in a supported upright position for :duration.
- 8.26.6 The student will lift head when positioned in prone over a wedge or therapeutic roll for :duration.
- 8.26.7 The student will maintain a side lying position for :duration.
- 8.26.8 The student will maintain upper extremities in a splinted position to reduce hypertonic or hyperextension posture (static or dynamic) for :duration.
- 8.26.9 The student will maintain lower extremities in a splinted position to reduce hypertonic or hyperextension posture (static or dynamic) for :duration.

SENSORY MOTOR**8.27 The student will maintain attention to classroom activities and not be distracted by normal visual stimuli.**

- 8.27.1 The student will tolerate visual stimuli (e.g., vibrant colors, moving objects, flashing lights) while participating in educational activities for :duration.
- 8.27.2 The student will respond appropriately to excessive visual stimulation and not use excessive movement (e.g., twirl, flap hands, jump, run) for :duration.
- 8.27.3 The student will keep eyes open during visual stimulation activities for :duration.

8.28 The student will maintain attention to classroom activities and not be distracted by normal auditory stimuli.

- 8.28.1 The student will tolerate auditory stimuli (e.g., music, bells, alarms, background noises) while participating in educational activities for :duration.
- 8.28.2 The student will respond appropriately to excessive auditory stimulation and not use excessive movement (e.g., twirl, flap hands, jump, run) for :duration.
- 8.28.3 The student will not cover :his ears during auditory stimulation activities for :duration.

8.29 The student will maintain attention to classroom activities and not be distracted by normal tactile stimuli.

- 8.29.1 The student will tolerate various textures (e.g., glue, sandpaper) while participating in educational activities for :duration.
- 8.29.2 The student will tolerate light touch to :his body (e.g., hands, arms, legs, face, feet) while participating in educational activities for :duration.
- 8.29.3 The student will tolerate hands-on assistance during tasks for a minimum of :duration.

8.30 The student will maintain attention to classroom activities and not be distracted by normal olfactory (odor) stimuli.

- 8.30.1 The student will maintain attention to a task for :duration when environmental odors are present or while working with scented materials (e.g., play dough, food, scented markers, perfume).
- 8.30.2 The student will tolerate various tastes and textures while participating in an educational activity for :duration.
- 8.30.3 The student will tolerate different odors with eyes closed for :duration.

FINE MOTOR**Grasp/Manipulation****8.31 The student will grasp, manipulate and hold specified objects to assist fine motor strength, control and endurance.**

- 8.31.1 The student will use :his preferred (dominant) hand during fine motor activities.
- 8.31.2 The student will perform voluntary flexion of fingers (raking) on objects for :repetitions.
- 8.31.3 The student will grasp, pick up and release :number objects from a working surface (e.g., desk, table) with :his preferred hand.
- 8.31.4 The student will grasp, pick up and release :number objects from a working surface (e.g., desk, table) with :his non-preferred hand.

- 8.31.5 The student will grasp, pick up and release :number objects from a working surface (e.g., desk, table) with both hands together.
- 8.31.6 The student will hold an object in each hand for :duration.
- 8.31.7 The student will transfer an object from one hand to the other for :repetitions.
- 8.31.8 The student will use a gross grasp (e.g., object held in palm with four fingers and thumb) when picking up specified objects for :repetitions.
- 8.31.9 The student will use a precision grasp (thumb, index finger) when picking up specified objects for :repetitions.
- 8.32 The student will manipulate the pages of a book or booklet to assist :his functional independence within the classroom.**
 - 8.32.1 The student will use an assistive device to manipulate pages of a book or booklet for :duration.
 - 8.32.2 The student will turn pages of a book for :duration.
- 8.33 The student will correctly hold a pencil for :duration to assist hand strength, posture and endurance while completing a test or classroom assignment.**
 - 8.33.1 The student will hold the pencil in a quadruped grasp (e.g., index and middle fingers opposed to thumb) for :duration.
 - 8.33.2 The student will hold the pencil in a mature tripod grasp (e.g., index finger opposed to thumb) for :duration.
 - 8.33.3 The student will hold the pencil in an adapted tripod grasp (e.g., with pencil between index and middle fingers) for :duration.
 - 8.33.4 The student will use an adapter to maintain a functional pencil grasp for :duration.
- 8.34 When using scissors, the student will use basic cutting skills to assist fine motor development, eye-hand coordination and participation in classroom activities.**
 - 8.34.1 The student will pick up, position, and use cutting materials (e.g., paper, scissors) for :repetitions.
 - 8.34.2 The student will demonstrate beginner scissor skills by making consecutive snips of paper for :repetitions.
 - 8.34.3 The student will hold scissors in the preferred hand, and paper in the other hand, with wrists extended and hands in "thumbs up" position for :duration.
 - 8.34.4 The student will cut a :number inch piece of paper into two parts.
 - 8.34.5 The student will cut along a :number inch straight line.
 - 8.34.6 The student will rotate paper with non-preferred hand, while cutting for an assignment, for :duration.
 - 8.34.7 The student will cut basic shapes (e.g., square, circle, triangle) within a :number inch piece of paper.
 - 8.34.8 The student will cut complex shapes (e.g., pentagon, octagon) within a :number inch piece of paper.

Visual Motor Skills

- 8.35 The student will visually track a moving object in a specified direction to assist :his attention to tasks.**
 - 8.35.1 The student will move :his eyes and head to localize and focus on an object when presented in different directions for :duration.
 - 8.35.2 The student will direct and maintain eye contact without head movement toward the therapist or object while moving a horizontal, vertical and diagonal plane for :duration.
 - 8.35.3 The student will search for objects or letters moving left-to-right or top-to-bottom without visual cues (e.g., with a ruler, finger).
- 8.36 The student will consistently cross the midline during fine motor activities to complete specified tasks to assist :his ability to complete left-right sided activities.**
 - 8.36.1 The student will correctly reach across the body to obtain objects, complete tasks and write for :duration.
 - 8.36.2 The student will correctly manipulate an object with bilateral hands (e.g., stabilize with one hand and manipulate it with the other hand at midline) for :duration.
 - 8.36.3 The student will correctly stabilize paper or objects for :duration with non-dominant hand during fine motor activities.
- 8.37 The student will complete :number tasks requiring the ability to hold a pencil, write, draw and copy pictures to assist prewriting skills.**
 - 8.37.1 The student will make purposeful marks on paper using a crayon or pencil with one hand for :duration.
 - 8.37.2 The student will imitate drawing lines and shapes on paper using a crayon or pencil for :repetitions.
 - 8.37.3 The student will maintain adequate pressure on a pencil or pen during writing tasks for a minimum of :duration.
 - 8.37.4 The student will color within a specified area for a minimum of :duration.
 - 8.37.5 The student will perform correct wrist stability and intrinsic finger movements while writing for

:duration.

8.38 The student will use near point copying skills to transcribe letters, words, sentences or drawings from one source to another piece of paper for :duration.

- 8.38.1 The student will copy :number words or phrases from one page to another.
- 8.38.2 The student will copy :number sentences from one page to another.
- 8.38.3 The student will copy :number paragraphs from one page to another.
- 8.38.4 The student will copy :number drawings from one page to another.
- 8.38.5 The student will copy :number detailed diagrams from one page to another.

8.39 The student will use far point copying skills to transcribe a written lesson to paper from a distant source (e.g., chalkboard, overhead projector screen).

- 8.39.1 The student will gather information from a distant source (e.g., chalkboard, overhead projector screen) to complete a worksheet response for :duration.
- 8.39.2 The student will copy a sentence from a distant source (e.g., chalkboard, overhead projector screen) :number times.
- 8.39.3 The student will copy :number paragraphs from a distant source (e.g., chalkboard, overhead projector screen) for :duration.

8.40 The student will trace lines, shapes and letters within 1/4 of an inch to assist accuracy in letter formation and writing endurance.

- 8.40.1 The student will trace simple geometric shapes (e.g., square, triangle, circle) for :repetitions.
- 8.40.2 The student will trace :his first and last name for :repetitions.
- 8.40.3 The student will trace the upper case letters of the alphabet for :repetitions.
- 8.40.4 The student will trace the lower case letters of the alphabet for :repetitions.
- 8.40.5 The student will trace the numerals 0 - 9 for :repetitions.

8.41 The student will copy symbols, letters and/or words to assist fine motor strength, endurance and visual motor skills.

- 8.41.1 The student will copy simple geometric shapes (e.g., square, triangle, circle) for :repetitions.
- 8.41.2 The student will copy :his first and last name for :repetitions.
- 8.41.3 The student will copy the upper case letters of the alphabet for :repetitions.
- 8.41.4 The student will copy the lower case letters of the alphabet for :repetitions.
- 8.41.5 The student will copy the numerals 0 - 9 for :repetitions.
- 8.41.6 The student will copy the letters of the alphabet in cursive writing for :repetitions.
- 8.41.7 The student will copy :number word sentences for :repetitions.

8.42 The student will print or draw symbols, letters and/or words to assist fine motor strength, endurance and visual motor skills.

- 8.42.1 The student will draw geometric shapes (e.g., square, triangle, circle, hexagon, pyramid) for :repetitions.
- 8.42.2 The student will print :his name using the correct combination of upper and lower case letters for :repetitions.
- 8.42.3 The student will print :number upper case letters of the alphabet for :repetitions.
- 8.42.4 The student will print :number lower case letters of the alphabet for :repetitions.
- 8.42.5 The student will print the numerals :numberfrom through :numberto for :repetitions.
- 8.42.6 The student will print a complete :number word sentence for :repetitions.

8.43 The student will print with correct size, spacing and orientation to the line, to assist fine motor and visual motor skills.

- 8.43.1 The student will legibly print :number letters or words within the designated space for :repetitions.
- 8.43.2 The student will legibly print lines of text or numbers on a :number inch wide lined paper for :repetitions.
- 8.43.3 The student will legibly print lines of text with appropriate space between letters in a word for :repetitions.
- 8.43.4 The student will organize printed material on a page with correct spacing between letters and words for :duration.
- 8.43.5 The student will legibly print with left to right, top to bottom flow for :duration.
- 8.43.6 The student will print without reversals or rotations for :duration.
- 8.43.7 The student will print within the guidelines of the paper (e.g., margins) for :duration.

8.44 The student will correctly write, using cursive writing with correct form, size, spacing and orientation to the line, to assist writing speed and fine motor skills.

- 8.44.1 The student will write :his first and last names in cursive writing for :repetition.
- 8.44.2 The student will correctly copy the lower and upper case letters of the alphabet in cursive writing from

- a visual model for :repetition.
- 8.44.3 The student will correctly write all letters of the alphabet in cursive writing without a visual model using the correct height and form for :repetition.
- 8.44.4 The student will write :number lines of cursive handwriting with adequate legibility and within :duration.
- 8.44.5 The student will organize cursive written material on a page with correct spacing between letters and words for :duration.

8.45 The student will independently use typical primary classroom materials to complete classroom projects (e.g., crayons, markers, paint, brushes, glue, paste).

- 8.45.1 The student will use crayons, markers and colored pencils to color for :duration.
- 8.45.2 The student will use glue or paste to adhere two items (e.g., paper, art materials) for :duration.
- 8.45.3 The student will use paint brushes and/or paint applicators to apply paint to paper or other surfaces for :duration.

Visual-Perceptual

8.46 The student will recognize the differences and/or similarities in pictures or to find a picture within a picture to assist visual memory and recall.

- 8.46.1 The student will perform visual figure ground skills by finding a visual stimulus among a background on a page (e.g., I Spy, Where's Waldo?) for :duration.
- 8.46.2 When given prompts, the student will correctly match or sort :number shapes or objects into identical pairs for :repetitions.
- 8.46.3 The student will correctly identify differences in visual details by visually discriminating among three identical and one similar shape or design for :duration.

8.47 The student will complete or build with :number piece puzzles, blocks and/or patterns to assist eye hand coordination and visual perceptual skills.

- 8.47.1 The student will complete :number piece non-interlocking puzzle in :duration.
- 8.47.2 The student will complete :number piece interlocking puzzle in :duration.
- 8.47.3 The student will copy a simple block pattern using 2 - 5 blocks in :duration.
- 8.47.4 The student will copy a complex block pattern using 6 - 10 blocks in :duration.

8.48 The student will build, duplicate and reproduce designs from visual models to assist visual perceptual skills.

- 8.48.1 The student will build a :number block tower.
- 8.48.2 The student will replicate a three-dimensional block design from a visual model in :duration.
- 8.48.3 The student will reproduce a complex design on a pegboard in :duration.

Computer/Communication Device

8.49 The student will operate a computer or other communication device to perform a variety of functions (e.g., operating switches, inserting/removing disks, using a touch screen) to assist in communication.

- 8.49.1 The student will isolate a finger to point or push a button, a lever or a keyboard key within :duration.
- 8.49.2 The student will operate a switch control as an alternative means of accessing a computer or other communication device for :duration.
- 8.49.3 The student will correctly use a joystick as an alternative means of accessing a computer or other communication device for :duration.
- 8.49.4 The student will correctly use a touch window as an alternative means of accessing a computer or other communication device for :duration.
- 8.49.5 The student will correctly use a touch pad as a means of accessing a computer or other communication device for :duration.
- 8.49.6 The student will insert/remove CD/DVD for :repetitions.
- 8.49.7 The student will correctly use the mouse to navigate through a variety of computer programs as a means of utilizing a computer for :duration.
- 8.49.8 The student will access and correctly use :number educational and/or word processing software programs.
- 8.49.9 The student will navigate software to save information to disk/hard drive/desktop within :duration.
- 8.49.10 Using a keyboard, the student will correctly type :number words per minute.
- 8.49.11 The student will print a hard copy from the computer within :duration.
- 8.49.12 Using an adaptive keyboard, the student will correctly type :number words per minute.
- 8.49.13 Using an alternative communication device, the student will correctly type :number words per minute.
- 8.49.14 The student will use safety rules for operating the computer and/or communication device. (e.g., no eating and/or drinking at the computer station).

8.50 The student will perform common functions within a word processing program to assist in completing classroom assignments.

- 8.50.1 The student will visually attend to the computer monitor, keyboard and/or mouse for :duration.
- 8.50.2 The student will operate the "Delete" and/or "Caps Lock" keys.
- 8.50.3 The student will operate the arrow keys for :duration.
- 8.50.4 The student will operate the peripheral equipment (e.g., printer, scanner).
- 8.50.5 The student will use correct placement of fingers on the keyboard for :duration.
- 8.50.6 The student will type without looking at fingers for :duration.
- 8.50.7 The student will use the word processing program and the keyboard to write words, sentences and/or paragraphs for :duration.

8.51 The student will activate and de-activate a specific switch to perform specified tasks (e.g., toy, computer, light) as a means to operate an adaptive device.

- 8.51.1 The student will operate a switch with :his whole hand.
- 8.51.2 The student will operate a switch with the palmar surface and/or ulna surface of the hand.
- 8.51.3 The student will operate a switch with the use of adaptive equipment (e.g., head stick, sip and puff).

9. DAILY LIVING SKILLS

TIME

9.1 When shown a clock face or digital clock, the student will correctly tell the time to the specified minute.

- 9.1.1 When shown a clock, the student will identify the hands and numbers and the direction in which the hands move.
- 9.1.2 When presented with several clock faces showing different times, the student will verbally indicate the time shown on each clock's face.
- 9.1.3 When shown a clock, the student will tell time to the hour.
- 9.1.4 When shown a clock, the student will tell time to the 1/2 hour.
- 9.1.5 When shown a clock, the student will tell time to the 1/4 hour.
- 9.1.6 When shown a clock, the student will tell time in 5 minute increments.
- 9.1.7 When shown a clock, the student will use the minute hand to count each minute.
- 9.1.8 The student will identify the correct time on a digital clock.
- 9.1.9 The student will move the hands on an analog clock to match the time on a digital clock.
- 9.1.10 The student will change the time on a digital clock to match the time on an analog clock.

CALENDAR

9.2 The student will identify various components of the calendar (e.g., year, months, seasons, days of the week).

- 9.2.1 The student will identify the names of the months and the year.
- 9.2.2 The student will name the four seasons, the current season and list the months within each season.
- 9.2.3 Using a calendar, the student will name the days of the week and locate how many of the same days exist within a specific month.
- 9.2.4 Using a calendar, the student will name the days for today, yesterday and tomorrow.
- 9.2.5 When presented with specified dates, the student will write the dates both nominally and numerically (e.g., January 1, 2010 and 1/1/2010).
- 9.2.6 When presented with a calendar, student will be able to find a specific date.
- 9.2.7 The student will identify the days of the week.
- 9.2.8 The student will identify the names of the month.
- 9.2.9 The student will identify the year.

MONEY

9.3 The student will identify and assign a value to common coins up to a quarter and bills up to a twenty dollar bill.

- 9.3.1 The student will identify common coins up to a quarter.
- 9.3.2 The student will identify common bills up to a twenty dollar bill.
- 9.3.3 The student will correctly assign a value to common coins up to a quarter.
- 9.3.4 The student will correctly assign a value to common bills up to a twenty dollar bill.

9.4 The student will exchange coins up to a quarter and bills up to a twenty dollar bill to make purchases.

- 9.4.1 The student will name the equivalent of monies presented by the teacher using coins up to a quarter and bills up to a twenty dollar bill (e.g., four quarters = one dollar).
- 9.4.2 The student will verbally relate the equivalent value of coins up to a quarter and dollar bills up to a twenty dollar bill when shown different denominations of coins and bills.
- 9.4.3 When given a worksheet of money problems requiring conversion of coins up to a quarter and bills up to a twenty dollar bill, the student will write the equivalent value of coins and dollar bills.
- 9.4.4 The student will correctly exchange exact money for simulated purchases using coins up to a quarter and bills up to a twenty dollar bill.
- 9.4.5 The student will make simulated purchases and know to wait for change, if appropriate, using coins up to a quarter and bills up to a twenty dollar bill.
- 9.4.6 The student will be able to count out correct change using coins up to a quarter and bills up to a twenty dollar bill, when making a simulated purchase.

9.5 The student will add, subtract, multiply and divide coins up to a quarter and bills up to a twenty dollar bill.

- 9.5.1 When presented with verbal math problems involving coins up to a quarter and bills up to a twenty dollar bill, the student will add, subtract, multiply and divide play money.

- 9.5.2 The student will add, subtract, multiply and divide simple money problems on a worksheet.
- 9.5.3 The student will use money notations (e.g., dollar sign, cents sign, and decimal point) in solving verbal math problems.

DRESSING

- 9.6 The student will take off :number clothing items without buttons or fasteners.**
 - 9.6.1 The student will remove :his outerwear.
 - 9.6.2 The student will remove :his shirt.
 - 9.6.3 The student will remove :his socks/shoes.
 - 9.6.4 The student will remove :his pants.
 - 9.6.5 Given teacher-selected articles of clothing, the student will identify where they are appropriately worn.
 - 9.6.6 The student will take off :number of clothing items that do not include buttons or fasteners.
- 9.7 The student will identify and select an appropriate wardrobe based on color, size, weather or activity.**
 - 9.7.1 The student will select clothes that are clean and change/identify clothes when they are soiled.
 - 9.7.2 The student will select clothes of the proper size.
 - 9.7.3 The student will vary selection of clothes.
 - 9.7.4 The student will prepare a color coordinated outfit.
 - 9.7.5 The student will select clothes for the weather conditions.
 - 9.7.6 The student will identify the appropriate dress for various occasions or activities (e.g., work, home, leisure activity).
- 9.8 The student will dress and undress, including the use of buttons and fasteners.**
 - 9.8.1 The student will manipulate buttons on selected clothing items.
 - 9.8.2 The student will fasten and unfasten snaps on selected clothing items.
 - 9.8.3 The student will tie and untie :his shoelaces using the correct crisscross pattern.
 - 9.8.4 The student will make a knot and a bow.
 - 9.8.5 The student will unbuckle and buckle :his belt.
 - 9.8.6 The student will place a zipper in a tab and pull up and down a zipper on selected items of clothing.
 - 9.8.7 After a zipper is placed in a tab, the student will pull up and down a zipper on selected items of clothing.

PERSONAL HYGIENE

- 9.9 The student will come to school groomed or groom :himself while in school (e.g., brush teeth, wash face and hands, trim nails, comb or brush hair).**
 - 9.9.1 The student will brush :his teeth.
 - 9.9.2 The student will wash :his face and hands with soap and water.
 - 9.9.3 The student will clean and care for :his nails.
 - 9.9.4 The student will comb or brush :his hair.
 - 9.9.5 The student will apply soap and rinse off when taking a shower or a bath.
- 9.10 The student will brush teeth using the proper technique.**
 - 9.10.1 The student will identify when :his teeth need to be brushed.
 - 9.10.2 The student will tolerate :his teeth being brushed.
 - 9.10.3 The student will wet :his toothbrush and put tooth paste on :his tooth brush.
 - 9.10.4 The student will participate in brushing :his own teeth while supervised.
 - 9.10.5 The student will brush :his own teeth without supervision.
 - 9.10.6 The student will brush :his teeth for :duration.
- 9.11 The student will wash :his face and hands.**
 - 9.11.1 The student will identify when :his face and hands need to be washed.
 - 9.11.2 The student will tolerate :his face and hands being washed and dried.
 - 9.11.3 The student will participate in washing and drying :his face and hands while supervised.
 - 9.11.4 The student will wash and dry :his face and hands without supervision.
 - 9.11.5 The student will wash :his face and hands for :duration.
- 9.12 The student will clean and care for :his nails.**
 - 9.12.1 The student will identify when :his nails need cleaning, trimming or filing.
 - 9.12.2 The student will tolerate :his nails being cleaned, trimmed or filed.
 - 9.12.3 The student will participate in cleaning, trimming or filing :his nails while supervised.
 - 9.12.4 The student will clean, trim or file :his nails without supervision.
- 9.13 The student will comb or brush :his hair.**

- 9.13.1 The student will identify when :his hair needs to be combed or brushed.
- 9.13.2 The student will tolerate :his hair being combed or brushed.
- 9.13.3 The student will participate in combing or brushing :his hair while supervised.
- 9.13.4 The student will comb or brush :his hair without supervision.

9.14 The student will take a shower and/or bath.

- 9.14.1 The student will identify when :he needs to take a shower or bath.
- 9.14.2 The student will tolerate being showered or bathed with soap and :his hair being washed.
- 9.14.3 The student will participate in washing :his own hair using shampoo with supervision.
- 9.14.4 The student will wash :his hair using shampoo without supervision.
- 9.14.5 The student will shower or bathe using soap and shampoo with supervision.
- 9.14.6 The student will shower or bathe using soap and shampoo without supervision.
- 9.14.7 Student will dry off after a shower or bath with supervision.
- 9.14.8 Student will dry off after a shower or bath without supervision.

TOILETING

9.15 The student will be time trained for using the toilet.

- 9.15.1 The student will sit on the toilet for :duration without protest.
- 9.15.2 The student will indicate, verbally or non-verbally, the need to use the toilet.
- 9.15.3 The student will flush the toilet after use.
- 9.15.4 The student will indicate, verbally or non-verbally, having soiled :himself.

9.16 The student will use the toilet in a gender-appropriate manner and practice correct hygiene.

- 9.16.1 The student will indicate, verbally or non-verbally, the need to use the toilet.
- 9.16.2 The student will wash and dry :his hands after toileting.
- 9.16.3 The student will use the toilet/urinal in a gender-appropriate manner.
- 9.16.4 The student will dispose of personal sanitary products.

EATING

9.17 The student will select, chew and eat a variety of foods.

- 9.17.1 The student will discriminate between edible and non-edible items.
- 9.17.2 The student will chew food and swallow before putting more food in :his mouth when eating.
- 9.17.3 The student will select and eat a variety of textures, temperatures, colors and/or flavors of foods.
- 9.17.4 The student will display appropriate finger feeding skills when eating.
- 9.17.5 The student will eat without spilling food.
- 9.17.6 The student will open containers and/or remove wrapping from foods before eating.
- 9.17.7 The student will identify foods which are not safe to eat (e.g., allergies, special diets).
- 9.17.8 The student will select the proper utensil for various food items.

9.18 The student will correctly use food utensils when eating.

- 9.18.1 The student will spear food with a fork when eating.
- 9.18.2 The student will scoop food with a spoon when eating.
- 9.18.3 The student will drink from a cup and place food on a plate when eating.
- 9.18.4 The student will use a cup without spilling.
- 9.18.5 The student will use a knife to cut food when eating.
- 9.18.6 The student will use a napkin to wipe :his face and hands thoroughly.

9.19 The student will follow cafeteria routine.

- 9.19.1 During eating activities, the student will wait to be served for :duration.
- 9.19.2 During eating activities, the student will carry :his own tray through the serving line.
- 9.19.3 During eating activities, the student will select :his own food and manage :his own tray in the cafeteria.
- 9.19.4 The student will dispose of :his tray and utensils in designated receptacles.
- 9.19.5 The student will use a variety of methods to consume liquids (e.g., drink, pour, open).
- 9.19.6 The student will drink from a water fountain without getting wet.
- 9.19.7 The student will open containers that have a twist off cap without spilling the contents.
- 9.19.8 The student will open a milk container without spilling the contents.
- 9.19.9 The student will pour liquids from a container into a cup.
- 9.19.10 The student will use a straw when drinking.
- 9.19.11 The student will find an appropriate place to put :his tray and to sit and eat :his lunch.

FOOD PREPARATION**9.20 The student will organize, open, cut, chop, and otherwise prepare food for a meal.**

- 9.20.1 The student will wash his hands and wear clean clothes prior to handling foods.
- 9.20.2 During food preparation activities, the student will open cartons, bags and other simple containers of food.
- 9.20.3 The student will wash and clean food, as needed, for a meal.
- 9.20.4 The student will prepare specified foods for eating.
- 9.20.5 The student will prepare sandwiches.
- 9.20.6 The student will cut, chop and pare vegetables and fruits.
- 9.20.7 The student will wash his hands.
- 9.20.8 The student will turn on the water.
- 9.20.9 The student will use soap.
- 9.20.10 The student will rub their hands together.
- 9.20.11 The student will rinse off hands.
- 9.20.12 The student will locate towel.
- 9.20.13 The student will use towel to dry hands.
- 9.20.14 The student will identify food that needs to be washed/cleaned.
- 9.20.15 The student will follow directions/recipe to prepare specified foods.
- 9.20.16 The student will locate items that are needed to prepare a sandwich.

9.21 The student will identify and use :number different appliances and utensils when preparing foods.

- 9.21.1 The student will select the appropriate appliance for the designated task.
- 9.21.2 The student will correctly operate a microwave oven when preparing foods.
- 9.21.3 The student will correctly operate a blender when preparing foods.
- 9.21.4 The student will correctly operate a toaster when preparing foods.
- 9.21.5 The student will correctly operate a toaster oven when preparing foods.
- 9.21.6 The student will correctly operate a manual can opener when preparing foods.
- 9.21.7 The student will correctly operate an electric can opener when preparing foods.
- 9.21.8 The student will open and close refrigerator doors to put items in or take them out.
- 9.21.9 The student will correctly use a variety of utensils (e.g., a potato peeler, cheese slicer, knife, pizza cutter, cutting board) when preparing foods.
- 9.21.10 The student will correctly operate a stove top range.
- 9.21.11 The student will correctly operate a conventional oven.
- 9.21.12 The student will identify and use :number of different appliances and/or utensils when preparing foods.

9.22 The student will follow a simple recipe in sequence.

- 9.22.1 The student will follow :number simple oral directions to complete recipes.
- 9.22.2 The student will follow :number simple written or pictorial recipes to complete recipes.
- 9.22.3 The student will read and describe each step for a recipe.
- 9.22.4 The student will identify and operate utensils as required in a recipe.
- 9.22.5 The student will be able to double and halve a recipe.

9.23 The student will identify and use proper methods for storing foods safely in the kitchen.

- 9.23.1 The student will store leftover food quickly and properly.
- 9.23.2 The student will identify spoiled foods and properly dispose of them.

9.24 The student will set the table using the appropriate items (e.g., knife, fork, spoon, glass, plate, napkin) in the correct positions.

- 9.24.1 The student will identify the items used for everyday meals and for special occasion meals.
- 9.24.2 The student will assemble the items (e.g., knife, fork, spoon, glass, plate, napkin) for a complete place setting.
- 9.24.3 The student will place utensils in the correct position on the table.
- 9.24.4 The student will set the table for every day meals and for special occasions.
- 9.24.5 The student will identify the items used for everyday meals.
- 9.24.6 The student will identify the items used for special occasions.

9.25 The student will develop a daily and a weekly nutritious and well balanced meal plan using the FDA guidelines.

- 9.25.1 The student will identify basic food groups and differentiate which food group a given food items belong in.
- 9.25.2 The student will identify how many servings from each food group are necessary to balance a daily

- meal plan.
- 9.25.3 The student will create :number simple, nutritious daily and weekly meal plans using the FDA guidelines.
- 9.25.4 The student will plan :number simple nutritious, balanced menus for a family of :number people using the FDA guidelines.
- 9.25.5 The student will make a shopping list for a teacher planned menu.

CLEANING/HOUSEKEEPING

9.26 The student will sort and launder (e.g., wash, dry) a load of clothing using basic laundering skills.

- 9.26.1 The student will sort a load of clothes into light or dark piles for washing.
- 9.26.2 The student will follow basic laundering skills by reading clothing label instructions.
- 9.26.3 The student will identify the type of detergent, softener or bleach appropriate for the clothes to be washed and the specific appliance.
- 9.26.4 The student will follow basic laundering skills by using correctly measured amounts of detergent, softener or bleach in the washer.
- 9.26.5 The student will select the correct dryer cycle and fabric softener sheet according to the fabrics washed and label instructions.
- 9.26.6 The student will wash clothing by setting, loading and unloading a washing machine.
- 9.26.7 The student will dry clothing by setting, loading and unloading a dryer.
- 9.26.8 The student will neatly fold items of clothing.
- 9.26.9 The student will use a clothesline and/or dryer rack to hang clothes.
- 9.26.10 The student will identify when items need washing(are dirty).
- 9.26.11 The student will place items in the washing machine.
- 9.26.12 The student will place items in the dryer.
- 9.26.13 The student will turn on the machine.
- 9.26.14 The student will move washed laundry to the dryer.

9.27 The student will iron different type articles of clothing.

- 9.27.1 The student will use an iron with the correct setting for the fabric being ironed, according to label instructions.
- 9.27.2 The student will use an ironing board.
- 9.27.3 The student will use spray starch when using an iron.
- 9.27.4 The student will turn off iron when done.
- 9.27.5 The student will identify when items need to be ironed.
- 9.27.6 The student will follow safety rules when ironing.

9.28 The student will complete :number common housekeeping tasks.

- 9.28.1 The student will make a bed by putting sheets on the bed.
- 9.28.2 The student will make a bed with a bedspread.
- 9.28.3 The student will pick up and put away :his own possessions.
- 9.28.4 The student will keep drawers and closets neat and organized.
- 9.28.5 The student will sweep the floor.
- 9.28.6 The student will use a dust pan to collect swept garbage.
- 9.28.7 The student will wipe and clean counters and table tops.
- 9.28.8 The student will wash the floor.
- 9.28.9 The student will empty trash and wastebaskets.
- 9.28.10 The student will load and unload a dishwasher.
- 9.28.11 The student will hand wash dishes.
- 9.28.12 The student will hand dry dishes.
- 9.28.13 The student will unload a drain board.
- 9.28.14 The student will vacuum a carpeted floor.
- 9.28.15 The student will dust pieces of furniture.
- 9.28.16 The student will remove bedding from bed.
- 9.28.17 The student will be able to sort clothing by type.

HEALTH, SAFETY, MEDICAL

9.29 The student will identify :his personal state of health (e.g., hungry, pain).

- 9.29.1 The student will indicate when :he is hungry or thirsty.
- 9.29.2 The student will indicate when :he is feeling ill.

9.29.3 The student will indicate when :he is feeling pain or discomfort, hot or cold, or tired and needs to rest.

9.29.4 The student will identify common illnesses, preventions, and treatments.

9.30 The student will demonstrate appropriate hygiene skills related to nose blowing, coughing, and sneezing.

9.30.1 The student will blow and wipe :his nose using a tissue.

9.30.2 The student will cover :his mouth when coughing or sneezing.

9.30.3 The student will dispose of used tissues in garbage.

9.31 The student will perform :number of tasks related to personal safety.

9.31.1 The student will follow the school rules and display appropriate behavior for safety in school and on the bus (e.g., remain seated).

9.31.2 The student will participate in evacuation or emergency drills in school and/or on the bus during a drill or during a dangerous or hazardous situation.

9.31.3 The student will explain emergency procedures at school and in the community (e.g., fire drills, stranger danger).

9.31.4 The student will role play how to report illegal activity to an appropriate adult.

9.31.5 The student will role play how to responds to physical threats (e.g., robbery, assault).

9.31.6 The student will dial "0" or "911" for help during an emergency test.

9.31.7 The student will dial :his home telephone number during an emergency test.

9.31.8 The student will role play how to seek help from an appropriate person when lost (e.g., policeman, teacher, fireman, doctor).

9.31.9 The student will state personal information during a role play situation (e.g., full name, phone number, address).

9.32 The student will perform :number of tasks related to medical emergencies.

9.32.1 The student will wear or carry medic alert information.

9.32.2 The student will identify different helping professions in the medical field (e.g., doctor, nurse).

9.32.3 The student will identify steps to take in the event of a medical emergency.

9.32.4 The student will demonstrate how to inform an adult if :he is sick or injured.

9.32.5 The student will research and identify medical resources available in the community (e.g., Medicaid, public clinics).

SHOPPING

9.33 The student will research, select, shop and purchase :number items at a store.

9.33.1 The student will maneuver a shopping cart through a store.

9.33.2 The student will create a budget prior to purchases.

9.33.3 The student will make a simple shopping list (pictorial or written) of :number items before purchasing items in a store.

9.33.4 The student will prepare a shopping list of :number grocery items.

9.33.5 The student will identify :number different types of neighborhood food stores.

9.33.6 The student will identify :number different food areas in a supermarket.

9.33.7 The student will identify, select and purchase :number food items from the supermarket.

9.33.8 The student will perform comparison shopping on :number items and select which items are the better buy.

9.33.9 The student will appropriately wait in line before making a purchase.

9.33.10 The student will use a coupon when purchasing food items.

9.33.11 The student will read a grocery store flyer to identify items for a shopping list.

9.33.12 The student will locate items in the store by matching picture to the item.

9.33.13 The student will identify :number food items from the supermarket.

9.33.14 The student will select :number food items from the supermarket.

9.33.15 The student will purchase :number food items from the supermarket.

9.34 The student will differentiate between healthy and unhealthy food choices.

9.34.1 The student will identify :number foods that are healthy to eat.

9.34.2 The student will identify :number foods that are not essential to nutrition.

9.34.3 The student will identify :number food items and identify the item's correct category (e.g., fruit, vegetable, meat, poultry, dairy, bread and grain).

9.34.4 The student will differentiate between healthy and unhealthy snacks.

PERSONAL MATTERS

9.35 In simulated social situations and situations in school, the student will use good manners.

- 9.35.1 The student will list :number reasons why personal manners are important.
- 9.35.2 The student will appropriately answer the telephone (e.g., say hello, take messages, and say goodbye).
- 9.35.3 The student will answer the door, speak to unknown visitors and invite people in, only when appropriate.
- 9.35.4 The student will introduce people to each other.
- 9.35.5 The student will list :number actions that show good table manners.
- 9.35.6 The student will state :number reasons not to use vulgar language.
- 9.35.7 In a situation directed by the teacher, the student will utilize courteous vocabulary in conversation with peers and adults. (e.g., thank you, please, excuse me).

COMMUNITY LIFE, PERSONAL SUPPORT

9.36 The student will complete :number tasks (e.g., participating in a club activity) related to school leisure activities.

- 9.36.1 The student will follow daily routines that are outlined on the desk or board.
- 9.36.2 The student will select activities to complete during unstructured time.
- 9.36.3 The student will identify club activities which can be selected at school.
- 9.36.4 The student will identify recreational programs that can be attended during the school day.
- 9.36.5 The student will participate in a school-related extra-curricular activity (e.g., band, sports, clubs).

9.37 The student will identify :number activities related to living in :his community (e.g., identify strangers, utilize recreational programs, volunteer).

- 9.37.1 The student will cite ways of differentiating between strangers and familiar people.
- 9.37.2 The student will select : appropriate and varied activities to do during unstructured time.
- 9.37.3 The student will identify areas of interest for leisure and recreational activities.
- 9.37.4 The student will identify public places that can be used for leisure activities outside of school (e.g., restaurants, parks).
- 9.37.5 The student will identify community resources and independently obtain information about local recreational programs.
- 9.37.6 The student will participate in a community program or activity (e.g., arts, adult education, swimming).
- 9.37.7 The student will list socially acceptable ways to behave in various community settings.
- 9.37.8 The student will list safety issues that may occur in various community settings.
- 9.37.9 The student will participate as a volunteer in a community program of :his own choice.
- 9.37.10 The student will make appropriate telephone calls to peers in the community.
- 9.37.11 The student will identify :number positive outcomes from participating in community activities.
- 9.37.12 The student will research and identify :number community service providers and verbally describe the services provided by each agency (e.g., Vocational Rehabilitation Services, Social Services, Adult Education, Legal Aid Society).
- 9.37.13 The student will apply for appropriate personal support services in the community.
- 9.37.14 When out in the community, the student will conform to socially acceptable behaviors and manners by complying with the standards set by the teacher (e.g., not interrupting, saying please, excuse me, thank you).

LIBRARY

9.38 The student will use a public library and complete :number different tasks when using the library.

- 9.38.1 The student will identify a local public library that can be used for leisure activities outside of school.
- 9.38.2 The student will provide :number reasons to use a public library.
- 9.38.3 The student will request assistance from librarian, as needed.
- 9.38.4 The student will fill out an application for and obtain a local library card.
- 9.38.5 The student will browse or select library materials.
- 9.38.6 The student will take out and return a book from the local library.
- 9.38.7 The student will find specified books using the Dewey Decimal System in the local library.
- 9.38.8 The student will use the reference section of the local library.
- 9.38.9 The student will use the periodical section of the local library.
- 9.38.10 The student will use the catalog system in the local library.
- 9.38.11 The student will use the library computer system to find books.

POST OFFICE, MAIL**9.39 The student will use the post office and complete :number different tasks related to using the post office.**

- 9.39.1 The student will describe how the postal service home delivery system works.
- 9.39.2 The student will describe how the post office box system works.
- 9.39.3 The student will describe how the postal service handles the different classes of mail.
- 9.39.4 The student will describe how the postal service handles packages.
- 9.39.5 The student will describe how the postal service utilizes the Zip Code system.
- 9.39.6 The student will identify the nearest post office.
- 9.39.7 Before going to the post office, the student will determine the type of service needed (e.g., mail a letter, purchase stamps, money order, mail package) and bring the appropriate items.
- 9.39.8 The student will mail a letter and package.
- 9.39.9 The student will request assistance from postal employees, when needed.

MAPS**9.40 The student will utilize a map to locate geographical areas and to determine directions between two locations selected by the teacher.**

- 9.40.1 The student will use a world map to locate continents by pointing to them or using colors to outline their boundaries.
- 9.40.2 The student will use a world map to locate countries by pointing to them or using colors to outline their boundaries.
- 9.40.3 The student will use a world map to locate oceans by pointing to them or using colors to outline their boundaries.
- 9.40.4 When given the name of a country in which a river is located, the student will use a world map to locate the rivers by pointing to them or using colors to outline their boundaries.
- 9.40.5 The student will use a map of the United States to locate states by pointing to them or using colors to outline their boundaries.
- 9.40.6 Using a map of the United States, the student will point to major cities or use colors to mark their locations (e.g., New York, Boston, Chicago, Los Angeles, Houston, Philadelphia).
- 9.40.7 Using a road map, the student will locate cities or towns as specified by the teacher.
- 9.40.8 Using a road map, the student will trace the path between the current location and different destinations and determine which main road to take to reach each destination.
- 9.40.9 The student will identify the legend on a map.

TRANSPORTATION**9.41 The student will take public transportation and complete :number different tasks related to public transportation.**

- 9.41.1 The student will plan a budget for a trip to a selected location and list the method of transportation, the route to travel and the cost to travel.
- 9.41.2 When given a timetable, the student will locate the selected departure time, the time of arrival, the station from which to depart and the arrival station.
- 9.41.3 When given a map for mass transit, the student will locate the number of the bus and/or train needed for the trip to a predetermined location.
- 9.41.4 When given a mass transit map, the student will identify which station to depart from and which station to arrive at.
- 9.41.5 After travel training has been discussed and modeled, the student will independently travel on public transportation while complying with the rules for safety, following directions, appropriate use of money and maintaining proper behavior.
- 9.41.6 While traveling, the student will appropriately request help, when needed, from appropriate persons (e.g., teacher, bus driver).
- 9.41.7 While traveling, the student will pay fares on public transportation and ensure that change is correct.

9.42 The student will apply for a driver's license and identify :number responsibilities of owning and caring for an automobile.

- 9.42.1 The student will apply for a driver's education course in school or at a private school.
- 9.42.2 The student will complete appropriate Department of Motor Vehicle application forms to obtain a license.
- 9.42.3 The student will apply for a driver's permit.
- 9.42.4 The student will apply for a driver's license.

- 9.42.5 The student will identify the responsibilities involved with ownership of an automobile including financial considerations, insurance, registration and inspection.
- 9.42.6 The student will identify the responsibilities involved with caring for an automobile including checking oil and tire pressure, changing wiper blades, washing and vacuuming the car.

INDEPENDENT LIVING, HOUSING

9.43 The student will complete :number tasks needed to obtain housing and/or live independently.

- 9.43.1 The student will list :number personal needs involved in independent living.
- 9.43.2 The student will devise a personal household budget including income and expenses for independent living.
- 9.43.3 The student will research and list housing resources, such as group homes and apartments, available in or near the community.
- 9.43.4 The student will list necessary steps to obtain housing.
- 9.43.5 The student will apply for appropriate housing assistance.
- 9.43.6 The student will use resources, such as classified ads, realtors and bulletin boards, to identify available housing opportunities.
- 9.43.7 The student will discuss the financial responsibilities involved in renting or owning a home (e.g., lease, mortgage, heat, gas and electricity, taxes).
- 9.43.8 The student will explain the differences between a lease and a mortgage.

PERSONAL FINANCE

9.44 The student will complete :number tasks related to banking.

- 9.44.1 The student will discuss :number reasons why a bank is needed.
- 9.44.2 The student will investigate :number different banks for services and identify how to establish a checking and savings account.
- 9.44.3 The student will simulate making a bank deposit, totaling the interest posted on a savings account for a specific length of time and making a withdrawal.
- 9.44.4 The student will explain banking procedures such as checking accounts, check writing and cashing, savings accounts and ATMs.
- 9.44.5 The student will simulate making a bank deposit, writing a check and performing a monthly reconciliation by balancing a check book.

9.45 The student will complete :number tasks related to personal finances.

- 9.45.1 The student will identify financial resources available in the community (e.g., Social Security, Medicaid).
- 9.45.2 The student will list the steps for obtaining financial assistance.
- 9.45.3 The student will apply for financial assistance.
- 9.45.4 The student will successfully make :number purchases.
- 9.45.5 The student will identify prices on items for sale and evaluate the most economical buy among like items.
- 9.45.6 The student will devise a sample weekly and monthly budget.
- 9.45.7 The student will read and/or complete simple tax forms (e.g., W-2 forms, W-4 forms).

9.46 The student will read and explain a variety of billing statements correctly.

- 9.46.1 The student will explain credit procedures such as credit fees, applications, loans and bills.
- 9.46.2 The student will identify the different parts of a billing statement (e.g., account number, sender, billing date, due date, total amount due, minimum payment).
- 9.46.3 The student will list three ways to pay bills and at least one pro and one con for each method of payment.
- 9.46.4 The student will explain the difference between cash payment and time payments with interest.

APPOINTMENT BOOK

9.47 The student will maintain an appointment book.

- 9.47.1 The student will construct a daily schedule and enter it into :his appointment book.
- 9.47.2 The student will record important information into an appointment book (e.g., family birth dates, anniversaries, medical appointments).
- 9.47.3 The student will write daily, weekly and monthly appointments into an appointment book.
- 9.47.4 The student will use an appointment book (e.g., write daily, weekly, and monthly appointments; record family birth dates, anniversaries, medical appointments).

RESUME**9.48 The student will write :his resume.**

- 9.48.1 The student will develop a resume with category names (e.g., education, employment, references).
- 9.48.2 The student will type up and make copies of :his resume.

HOUSEHOLD MAINTENANCE**9.49 The student will repair or replace simple household equipment and complete :number different tasks.**

- 9.49.1 The student will change light bulbs with the appropriate type and wattage.
- 9.49.2 The student will safely repair or replace a light fixture.
- 9.49.3 The student will use a plunger for a stuffed up toilet.
- 9.49.4 The student will replace a valve stem and washers on a simple facet.

9.50 The student will use common tools to perform simple household maintenance and complete :number different tasks.

- 9.50.1 The student will properly and safely use a hammer, screw driver and saw.
- 9.50.2 The student will use a proper technique for sanding pieces of wood.
- 9.50.3 The student will use a proper technique for staining and painting pieces of wood.
- 9.50.4 The student will use a proper technique for using polyurethane on pieces of wood.

TELEPHONE**9.51 The student will use the telephone and complete :number different tasks related to basic telephone use.**

- 9.51.1 The student will simulate the use of a telephone to place an emergency call to the police, fire department and/or ambulance services.
- 9.51.2 The student will simulate answering the telephone, providing an appropriate salutation and transferring the call to the requested person.
- 9.51.3 The student will simulate taking messages on the telephone and writing down the information on a message pad.
- 9.51.4 The student will simulate making local and long distance telephone calls, including collect and charge account calls from both private and public telephones.
- 9.51.5 The student will simulate returning telephone calls to friends and/or businesses.
- 9.51.6 The student will look up phone numbers in the telephone directory including those of friends and businesses.
- 9.51.7 The student will simulate asking for directory and operator assistance.

NEWSPAPERS**9.52 The student will read the newspaper and complete :number different tasks using newspapers (e.g., locate, classify, summarize articles).**

- 9.52.1 The student will use the newspapers to locate world and local news articles.
- 9.52.2 The student will use the newspaper index to find articles of interest.
- 9.52.3 The student will classify articles as local, state, national, or international.
- 9.52.4 The student will provide accurate article summaries.

CLASSROOM SAFETY**9.53 The student will use classroom tools safely.**

- 9.53.1 The student will use a stapler safely.
- 9.53.2 The student will use scissors safely.
- 9.53.3 The student will use glue safely.
- 9.53.4 The student will use tape safely.
- 9.53.5 The student will use a hole puncher safely.
- 9.53.6 The student will use a pencil sharpener safely.
- 9.53.7 The student will use a combination lock.

MEASUREMENT**9.54 Given various types of items by the teacher, the student will measure the items correctly (e.g., length, distance, temperature, weight).**

- 9.54.1 The student will use a ruler, yard stick or measuring tape to measure length and/or height of specified

- objects or materials.
- 9.54.2 The student will use a ruler, yard stick or measuring tape to measure the distance between specified points.
- 9.54.3 The student will use a measuring cup or spoon to measure capacity of specified objects or materials.
- 9.54.4 The student will use a thermometer to measure temperature of specified objects or materials.
- 9.54.5 The student will use a scale to measure weight of specified objects or materials.

10. CAREER / VOCATIONAL / TRANSITION

VOCATIONAL ASSESSMENT/CAREER EXPLORATION

- 10.1 The student will identify and research :his vocational preferences, interests and aptitudes by using vocational assessments, informal interviews, computer software and/or reference materials (e.g., Occupational Outlook Handbook, Dictionary of Occupational Titles, Internet sites).**
- 10.1.1 After reviewing the results of vocational assessments with a teacher and/or guidance counselor, the student will indicate :number areas of interest, strength and weakness.
 - 10.1.2 The student will indicate :number areas of vocational interest based upon :his own research from written materials (e.g., Occupational Outlook Handbook, Dictionary of Occupational Titles, Internet sites and/or other information sources) and/or through informal interviews.
 - 10.1.3 The student will list :number of :his own personal vocational strengths and weaknesses.
 - 10.1.4 The student will state :his preference and reasons for working with people, information, and/or things.
 - 10.1.5 When presented with a list of career examples during a classroom activity, the student will state :his careers of interest and the reasons for :his choice.
 - 10.1.6 The student will use the Occupational Outlook Handbook, the Dictionary of Occupational Titles, Internet sites or other information sources to explore career information and options for employment in :number different careers.
 - 10.1.7 Using the Occupational Outlook Handbook, the Dictionary of Occupational Titles, the Internet and/ or other vocational information sources, the student will state job opportunities associated with a selected career cluster (e.g., Health Occupations, Business and Technology).
 - 10.1.8 The student will match personal strengths and weaknesses to the job requirements of a self-selected occupation.
 - 10.1.9 The student will state :number of :his most important criteria when choosing a job or career (e.g., salary, type of working environment, distance from home).
- 10.2 The student will research, analyze and explore the requirements of :his preferred occupation by completing :number of tasks.**
- 10.2.1 After the completion of a career exploration/awareness activity, the student will list :number positive aspects of :his preferred occupation, :number negative aspects of :his preferred occupation and identify the occupation as either people-centered, information-centered and/or requiring manual labor.
 - 10.2.2 The student will state :number ways that an occupation relates to :his future goals.
 - 10.2.3 The student will list occupations consistent with :his stated vocational interests, aptitudes, skills.
 - 10.2.4 The student will state requirements and :number pros and cons for :his preferred occupation.
 - 10.2.5 The student will choose state educational requirements and skill requirements for :his preferred occupation by using information from the Occupational Outlook Handbook, Dictionary of Occupational Titles, Internet sites and/or other information sources.
 - 10.2.6 The student will choose :number vocational interests to explore and will read about them in a variety of sources.
- 10.3 The student will be well groomed for work (e.g., brush teeth, wash face and hands, trim nails, comb or brush hair).**
- 10.3.1 The student will brush teeth using the proper technique.
 - 10.3.2 The student will wash :his face and hands.
 - 10.3.3 The student will clean and care for :his nails.
 - 10.3.4 The student will comb/brush :his hair.
 - 10.3.5 The student will shower and/or bathe.
 - 10.3.6 The student will dress appropriately (e.g., slacks, collared shirt, uniform) for work.
- 10.4 The student will participate in :number situational assessments to explore different vocational careers of interest (e.g. retail, clerical, animal care, food service).**
- 10.4.1 The student will participate in :number visits or tours of local businesses and work sites.
 - 10.4.2 The student will state :number questions about visits or tours of local businesses and work sites.
 - 10.4.3 The student will formulate :number questions about jobs of interest (e.g., questions pertaining to qualifications, salary, age requirements) to use to interview :number people in that field.
 - 10.4.4 The student will share :number experiences about visits or tours of local businesses.
 - 10.4.5 The student will complete :number job shadowing experiences related to expressed interests.
 - 10.4.6 The student will complete :number tasks at an on- site work experience.
 - 10.4.7 The student will participate in :number volunteer work experiences with the assistance of a job coach.
 - 10.4.8 The student will participate in :number volunteer work experiences without the assistance of a job coach.

VOCATIONAL PROGRAM

10.5 The student will meet the requirements of a vocational program that is appropriate for :his interests, skills and vocational needs.

- 10.5.1 The student will participate in a vocational program appropriate for :his interests, skills and vocational needs.
- 10.5.2 The student will attend :his vocational program.
- 10.5.3 The student will complete all assignments in :his vocational program.
- 10.5.4 The student will meet the completion requirements of a vocational program related to the occupation of :his choice.
- 10.5.5 The student will participate in a work study program appropriate for :his interests, skills and vocational needs.
- 10.5.6 The student will visit a variety of vocational programs.
- 10.5.7 The student will identify vocational programs that interest them.

JOB SEEKING SKILLS

10.6 The student will complete :number tasks related to applying for employment.

- 10.6.1 The student will prepare a personal data sheet listing names, addresses, phone numbers of work experience sites and personal references.
- 10.6.2 The student will fill out real job applications, supplying all of the required information.
- 10.6.3 The student will complete an on-line job application.
- 10.6.4 The student will write a cover letter for a real job opportunity.
- 10.6.5 The student will write a personal resume.
- 10.6.6 The student will list :number job opportunities related to a given career by looking in the help wanted section of the newspaper or at an on-line help wanted database and list the contact number for each one.
- 10.6.7 The student will state :number job opportunity sources (e.g., bulletin boards, classified ads, help wanted signs, Vocational Rehabilitation Services).
- 10.6.8 When presented with :number "Help Wanted" advertisements and :number questions about them, the student will correctly state the answer to the questions about the advertisements.
- 10.6.9 The student will contact :number employers by applying for employment on the phone, internet or in writing.

10.7 The student will read a paycheck and explain each of its parts (e.g., gross pay, net pay, deductions).

- 10.7.1 The student will state :number of benefits offered by an employer.
- 10.7.2 When presented with a list of vocabulary words or phrases related to employment, pay and benefits the student will match and write the correct word or phrase to complete the definition of the term.
- 10.7.3 The student will explain the deductions taken from a paycheck (e.g. FICA, Federal and State taxes).
- 10.7.4 The student will identify and explain the differences between gross pay and "take home" pay.

10.8 The student will complete :number tasks related to job interviewing.

- 10.8.1 While role-playing in the classroom setting, the student will respond verbally to typical interview questions.
- 10.8.2 The student will state :number methods of contacting individuals for interviews (e.g. introductory letter, phone call, meeting arranged through mutual contact).
- 10.8.3 The student will prepare :number appropriate questions (e.g., inquire about benefits, hours, salary) to ask on a job interview.
- 10.8.4 The student will identify appropriate interview behaviors (e.g., good grooming, dressing appropriately, arriving punctually, sitting and speaking appropriately).
- 10.8.5 The student will obtain transportation to and from job interview.
- 10.8.6 The student will complete :number real job interviews utilizing employers from volunteer job sites.

WORK BEHAVIOR

10.9 At :his work site, the student will communicate in an acceptable manner with :his supervisors and peers.

- 10.9.1 When on a job site, the student will follow the instructions of the supervisor, speak respectfully to the supervisor and respond appropriately to a supervisor's criticism.
- 10.9.2 When on a job site, the student will display appropriate manners (e.g., saying please, excuse me, thank you).
- 10.9.3 The student will refrain from inappropriately touching others or self, when in the community, at work

or at school.

10.9.4 The student will refrain from using vulgar language when in the community, at work or at school.

10.9.5 When on the job site, the student will verbalize :his feelings in an appropriate way and at an appropriate time and place.

10.9.6 When on a job site, the student will seek the supervisor or job coach whenever help is needed for a work related issue.

10.9.7 When on the job site, the student will interact cooperatively and courteously with fellow employees and/or supervisor.

10.9.8 On the job site, the student will be able to follow :number instructions given by a supervisor.

10.9.9 The student will speak respectfully to a supervisor.

10.9.10 The student will respond respectfully to criticism from a supervisor.

10.10 At :his work site, the student will behave in an acceptable manner with :his supervisors and peers.

10.10.1 When on a job site, the student will admit responsibility and accept consequences without protest for inappropriate behavior pointed out by the supervisor or job coach.

10.10.2 When on a job site, the student will work cooperatively and speak respectfully to co-workers.

10.10.3 When on a job, the student will demonstrate appropriate eye contact when speaking to supervisor and other employees.

10.10.4 When on a job site, the student will maintain appropriate personal space when working with and speaking to others.

10.10.5 When on a job site, the student will interact with co-workers at appropriate times and appropriate amounts during the work day.

10.10.6 When on a job site, the student will express displeasure or frustration appropriately to the supervisor.

10.10.7 When on a job site, the student will eat with good manners, including asking permission to sit at the table, keeping :his eating space clean and maintaining appropriate personal space.

10.10.8 When on the job site, the student will chew and swallow carefully, minimizing spitting or stray food particles.

10.11 The student will maintain regular attendance and punctuality at :his work site.

10.11.1 When on a job site, the student will demonstrate good attendance, arrive on time and return from breaks on time.

10.11.2 When on a job site, the student will follow sign in and sign out procedures.

10.11.3 When on a job site, the student will follow call in procedures when not coming to work.

10.11.4 When on a job site, the student will remain in the proper work area until the end of the day or shift.

10.11.5 When on a job site, the student will call in sick or late within the time frame set by the supervisor.

10.11.6 When on a job site, the student will proceed from one task to another when expected by supervisor or job coach.

10.11.7 The student will state :number appropriate and :number inappropriate reasons for calling in sick or late to work.

10.12 The student will plan, organize and complete :number tasks at :his work site.

10.12.1 When on a job site, the student will follow directions without interrupting the supervisor during the work day.

10.12.2 When on a job site, the student will seek assistance, as needed, when learning new tasks.

10.12.3 When on a job site, the student will remain focused and on-task for at least :duration.

10.12.4 When on the job site, the student will ask for directions when needed.

10.12.5 When on a job site, the student will complete tasks accurately and at a satisfactory rate.

10.12.6 When on a job site, the student will complete tasks at an increased rate of production from :numberfrom tasks a day to :numberto tasks a day.

10.12.7 When on a job site, the student will work independently.

10.12.8 When on a job site, student will utilize a check list to ensure completion of all tasks.

10.12.9 When on a job site, the student will read a work manual and perform required actions.

10.13 When on the job site, the student will take care of :his personal belongings.

10.13.1 When on a job site, the student will wear appropriate, clean clothing.

10.13.2 When on a job site, the student will store personal belongings in locker or other appropriate storage.

10.13.3 When on a job site, the student will use a lock to secure belongings.

10.14 The student will understand the importance of safety on the job site and follow all safety rules.

10.14.1 When on a job site, the student will seek information and instruction about safety rules.

10.14.2 When on a job site, the student will verbally recall and follow safety rules when asked.

10.14.3 When on a job site, the student will carry a card listing safety rules in words or pictures.

10.15 The student will travel to and from a job site safely and independently.

- 10.15.1 The student will travel to and from a job site with assistance.
- 10.15.2 The student will travel to and from a job site independently.
- 10.15.3 The student will state :number safety precautions required when waiting at a bus stop or train station and when entering or exiting a bus/train.
- 10.15.4 The student will use safety precautions when waiting at a bus stop or train station and when entering or exiting a bus or train.
- 10.15.5 When provided with choices by the teacher, student will state stranger safety issues.
- 10.15.6 The student will identify and demonstrate appropriate stranger safety.
- 10.15.7 The student will state :number steps to follow if lost.

10.16 The student will review :his paycheck for accuracy.

- 10.16.1 The student will keep track of the time :he worked, including overtime.
- 10.16.2 The student will explain the process for resolving paycheck concerns (e.g. hours worked, overtime hours or pay).

11. HEARING

COMPENSATION SKILLS

- 11.1 Utilizing visual and auditory skills to gain information during verbally presented lessons, the student will accurately paraphrase important key ideas and details of the lesson.**
- 11.1.1 The student will use a visual/auditory (look/listen) approach to gain information during instructional times, including pivoting toward speaker for :duration.
 - 11.1.2 The student will recognize :number non-verbal gestures that cue attention to instruction.
 - 11.1.3 The student will use listening and speech-reading skills by attending to the teacher's facial features and gestures for :duration.
 - 11.1.4 The student will record :number key words or phrases to help with summarizing information presented verbally.
- 11.2 During instructional time, the student will identify conditions which interfere with :his hearing or understanding classroom instruction and identify when or where each condition exists.**
- 11.2.1 The student will alert the classroom teacher by raising :his hand or by a pre-arranged signal when :his assistive listening device (e.g., hearing aid, FM system, cochlear implant) is not working properly.
 - 11.2.2 The student will alert the classroom teacher by raising :his hand or by a pre-arranged signal when there is extraneous background noise which interferes with :his ability to hear or understand.
 - 11.2.3 The student will alert the classroom teacher by raising :his hand or by a pre-arranged signal when environmental factors interfere with :his speech-reading ability (e.g., lighting, glare).
- 11.3 After each instructional lesson, the student will obtain a copy of class notes from a peer, note-taker or teacher and demonstrate that :he has read the notes by highlighting or underlining key ideas and details.**
- 11.3.1 After each instructional lesson, the student will obtain a copy of class notes from peer, note-taker or teacher.
 - 11.3.2 The student will read the notes obtained from a peer, note-taker or teacher and highlight or underline key ideas and details.
 - 11.3.3 The student will compare :his notes to the notes obtained from a peer, note-taker or teacher and identify missing components.
 - 11.3.4 The student will integrate :his notes with notes obtained from a peer, note-taker or teacher.
- 11.4 The student will use strategies (e.g., preview vocabulary, identify key ideas and details, research topics) to prepare for classroom instruction in order to actively participate in class discussions.**
- 11.4.1 The student will preview :number content vocabulary words.
 - 11.4.2 The student will recognize and read aloud :number pre-taught vocabulary words from an upcoming assignment.
 - 11.4.3 The student will read and define :number new words by identifying and utilizing context clues in a surrounding paragraph.
 - 11.4.4 The student will identify key ideas and details prior to classroom discussion.
 - 11.4.5 The student will research relevant topics prior to classroom discussion.

AWARENESS OF HEARING LOSS

- 11.5 The student will read and interpret :his own audiogram and identify the type and cause of hearing loss (e.g., severe, sensorineural).**
- 11.5.1 The student will understand vocabulary related to an audiogram (e.g., frequency, pitch, intensity).
 - 11.5.2 The student will read and interpret :his own audiogram including identifying the degree of loss and frequencies affected.
 - 11.5.3 The student will explain the meaning of the symbols, tests and abbreviations used in :his own audiogram.
 - 11.5.4 The student will understand vocabulary related to :his hearing loss (e.g., severe, moderate, conductive).
 - 11.5.5 The student will identify the type and cause of :his hearing loss (e.g., congenital, conductive, illness).
 - 11.5.6 The student will identify the parts of the ear and the function they serve.
- 11.6 The student will use and care for :his personally owned assistive hearing device (e.g., hearing aid, cochlear implant) by completing daily routine checks.**
- 11.6.1 The student will demonstrate the ability to turn on/off :his hearing aid and adjust the volume to the appropriate setting.
 - 11.6.2 The student will identify and explain the function of each part of :his assistive hearing device (e.g., hearing aid, cochlear implant).

- 11.6.3 The student will check the battery of :his assistive hearing device (e.g., hearing aid, cochlear implant) daily.
- 11.6.4 The student will independently replace the battery of :his assistive hearing device (e.g., hearing aid, cochlear implant) when needed.
- 11.6.5 The student will identify when :his ear mold(s) require cleaning and clean them properly.
- 11.6.6 The student will use :his assistive hearing device (e.g., hearing aid, cochlear implant) in all instructional settings and turn it off when not in use.
- 11.7 The student will utilize and care for :his FM system throughout the school day by completing daily routine checks.**
 - 11.7.1 The student will demonstrate the ability to turn on/off :his FM system and adjust the volume to the appropriate setting.
 - 11.7.2 The student will identify and explain the function of each of the parts of :his FM device (e.g., microphone, receiver).
 - 11.7.3 The student will plug in :his FM system daily for recharging.
 - 11.7.4 The student will provide :his FM system to each teacher when changing from one classroom to another.
 - 11.7.5 The student will use and care for :his FM amplification system on a daily basis, including use of microphone, receivers and appropriate settings (e.g., FM/HA, zoom setting).
- 11.8 The student will identify common problems associated with :his assistive hearing device (e.g., hearing aid, FM system, cochlear implant) and troubleshoot when the problems occur.**
 - 11.8.1 The student will identify when :his assistive hearing device is not working properly.
 - 11.8.2 The student will identify common problems (e.g., dead battery, blocked tubing, incorrect channel frequencies) associated with :his assistive hearing device.
 - 11.8.3 The student will attempt to remedy common problems (e.g., dead battery, blocked tubing, incorrect channel frequencies) associated with :his assistive hearing device by consulting with the hearing teacher or audiologist.
 - 11.8.4 The student will attempt to remedy common problems (e.g., dead battery, blocked tubing, incorrect channel frequencies) associated with :his hearing aid independently (e.g., replace battery, remove wax, reset channel).
- 11.9 The student will demonstrate self-advocacy skills by meeting with teachers and reviewing :his program modifications, supplementary aids and services, and/or assistive technology devices (e.g., hearing aid, FM system, cochlear implant) indicated on :his IEP.**
 - 11.9.1 The student will identify :his program modifications, supplementary aids and services, and/or assistive technology devices (e.g., hearing aid, FM system, cochlear implant) indicated on :his IEP.
 - 11.9.2 The student will alert the appropriate school personnel when :his program modifications, supplementary aids and services, and/or assistive technology devices (e.g., hearing aid, FM system or cochlear implant) indicated on :his IEP are not present or functioning properly.
 - 11.9.3 The student will identify when it would be best to advocate for :himself and express :his needs and concerns.
 - 11.9.4 The student will outline key issues regarding :his needs and concerns prior to meeting with staff members.
 - 11.9.5 The student will arrange for special accommodations for tests.
 - 11.9.6 The student will request preferential seating in :his classroom.
 - 11.9.7 The student will request :his teachers or other presenters utilize :his FM system.
 - 11.9.8 The student will request closed captioning.
 - 11.9.9 The student will identify when an interpreter is not present and is needed.
- 11.10 The student will identify and use appropriate communication systems and technology available to hearing impaired individuals (e.g., text pagers, relay service, video relay service, closed captions).**
 - 11.10.1 The student will identify and use the parts of a text pager.
 - 11.10.2 The student will identify appropriate phone numbers to use the relay service.
 - 11.10.3 The student will identify and follow the steps necessary to access and use the relay/video relay service with :number of exchanges.
 - 11.10.4 The student will activate and use closed caption devices.
 - 11.10.5 The student will identify and use various types of visual alerting systems (e.g., fire alarm, doorbell signaler).
- 11.11 The student will name and describe various organizations which provide resources and technology for deaf and/or hard of hearing individuals (e.g. interpreter services, vocational**

agencies, associations for the deaf and/or hard of hearing).

- 11.11.1 The student will identify local agencies and contact numbers for interpreting services.
- 11.11.2 The student will identify local vocational agencies and list and describe their services.
- 11.11.3 The student will research available colleges that provide services for deaf and/or hard of hearing individuals.
- 11.11.4 The student will identify and research local and national associations for deaf and hard of hearing individuals (SHHH, NAD, A.G. Bell).

AUDITORY SKILLS**11.12 The student will demonstrate an awareness and recognition of auditory stimuli by identifying environmental sounds, verbal sounds, phrases and sentences in different types of listening environments (e.g., classroom, small group setting, lunchroom), with varying levels of noise, (e.g., quiet, normal, noisy).**

- 11.12.1 The student will locate and match environmental sounds to their source in different types of environments (e.g., classroom, small group setting, lunchroom).
- 11.12.2 The student will locate and match environmental sounds to their source in environments with a variety of noise levels (e.g., quiet, normal, noisy).
- 11.12.3 The student will locate and match verbal sounds to their source in different types of environments (e.g., classroom, small group setting, lunchroom).
- 11.12.4 The student will locate and match verbal sounds to their source in environments with a variety of noise levels (e.g., quiet, normal, noisy).
- 11.12.5 The student will locate and match phrases and sentences to their source in different types of environments (e.g., classroom, small group setting, lunchroom).
- 11.12.6 The student will locate and match phrases and sentences to their source in environments with a variety of noise levels (e.g., quiet, normal, noisy).

11.13 The student will demonstrate the ability to discriminate words on the basis of segmental features (e.g. vowels, syllables, rhyming words).

- 11.13.1 The student will identify or discriminate between consonants in the initial, medial, and/or final positions of words.
- 11.13.2 The student will identify or differentiate vowel sounds in single words or word pairs.
- 11.13.3 The student will identify or differentiate between consonant blends in the initial and/or final positions of words.
- 11.13.4 The student will identify the number of syllables in a given word.
- 11.13.5 The student will identify and/or differentiate rhyming words.
- 11.13.6 The student will correctly discriminate likenesses and differences between minimally contrasting pairs (e.g., bear, pear) in sets of words.
- 11.13.7 The student will identify the presence or absence of a specific phoneme in the initial, medial and/or final position of a word.
- 11.13.8 The student will be able to correct phonemic errors in orally presented sentences (e.g. It's time to go to red [bed]).

11.14 The student will discriminate speech on the basis of segmental features by identifying or producing target sounds in a series of orally presented words.

- 11.14.1 The student will isolate and state the correct position (e.g. initial, medial, final) of :number orally presented words when given the target sound (e.g. Where is the "m" sound heard: lamb, Mary?).
- 11.14.2 The student will identify the correct phoneme when given the location (e.g. initial, medial, final) of :number orally presented words (e.g. What sound is at the beginning of the word 'line'?).
- 11.14.3 The student will identify :number similar sounds and their location when presented with a series of three or four orally presented words (e.g. What is the same in the following words - snail, snake, snore?).
- 11.14.4 The student will produce :number rhyming words when given an orally presented monosyllabic word (e.g. Tell me a word that rhymes with rat.).
- 11.14.5 The student will isolate and identify :number words which differ in rhyme from a series of four orally presented words (e.g. Which doesn't rhyme -bat, run, fat, sat?).
- 11.14.6 The student will produce :number new words by substituting a given sound in the initial, medial, or final position of an orally presented word (e.g. Ending sound - Put the 'p' sound at the end of the word 'mat'.).
- 11.14.7 The student will identify :number words when presented with their segmented parts (e.g. b - a - t = bat).

11.15 The student will discriminate speech on the basis of supra-segmental features including loudness, pitch and duration.

- 11.15.1 The student will discriminate between long and short sounds through imitation, labeling and /or gesture.
- 11.15.2 The student will discriminate and/or imitate the loudness of a sound (e.g. whisper, soft, normal, loud).
- 11.15.3 The student will discriminate and/or imitate the pitch of a sound (low, medium, high).
- 11.15.4 The student will discriminate differences in rhythm by correctly imitating differences in rhythm patterns.
- 11.15.5 The student will produce patterns varying in duration, intensity and/or pitch when directed.
- 11.15.6 The student will respond to the speaker's pitch, volume and/or inflection through imitation.

11.16 The student will monitor :his own verbal communications.

- 11.16.1 The student will monitor and self-correct errors in pitch while reading aloud or participating in a verbal conversation.
- 11.16.2 The student will monitor and self-correct errors in inflection while reading aloud or participating in a verbal conversation.
- 11.16.3 The student will monitor and self-correct errors in volume while reading aloud or participating in a verbal conversation.
- 11.16.4 The student will monitor and self-correct errors in pronunciation while reading aloud or participating in a verbal conversation.
- 11.16.5 The student will modify :his own voice volume to be heard at various distances and in various listening environments (e.g., quiet and noisy settings).

11.17 During instructional time, the student will attend to the speaker for a :duration listening passage and answer :number related questions presented with or without visual cues.

- 11.17.1 The student will attend to the speaker for a :duration listening passage with or without visual cues.
- 11.17.2 The student will select from a group of :number pictures the one that corresponds to an orally presented passage.
- 11.17.3 The student will answer :number of questions related to a listening passage presented with or without visual cues.
- 11.17.4 The student will recall and/or summarize :number key ideas or details from a listening passage with or without visual cues.
- 11.17.5 The student will ask :number clarifying questions based on the information in a listening passage with or without visual cues.
- 11.17.6 The student will answer :number questions related to a listening passage in the presence of background noise.

11.18 The student will follow and complete a series of verbal instructions or directives.

- 11.18.1 The student will identify action words in orally presented directions.
- 11.18.2 The student will identify key words in orally presented directions.
- 11.18.3 The student will identify temporal concepts in orally presented directions.
- 11.18.4 The student will identify each step in a series of :number step oral directions.
- 11.18.5 The student will paraphrase orally presented directions with :number key elements.
- 11.18.6 The student will identify missing information in oral directions that inhibit :his ability to complete the task.
- 11.18.7 The student will manipulate objects in response to :number step oral directions.
- 11.18.8 The student will follow :number step verbal directions in any given order.
- 11.18.9 The student will follow :number step verbal directions in sequential order.
- 11.18.10 The student will follow :number step directions in the presence of background noise.

11.19 The student will identify and summarize key ideas and details based on a :duration orally presented passage from a grade level literature text and/or a content area textbook.

- 11.19.1 The student will take notes incorporating key ideas and details based on a :duration orally presented passage from a grade level literature text and/or a content area textbook.
- 11.19.2 The student will summarize key ideas and details from notes taken while listening to a :duration orally presented passage from a grade level literature text and/or a content area text book.
- 11.19.3 The student will complete a study guide or graphic organizer based on a :duration orally presented passage from a grade level literature text and/or a content area text book.
- 11.19.4 During :duration instructional period, the student will recall, rephrase or paraphrase in correct sequence, the information presented by the speaker.
- 11.19.5 The student will attend to a :duration spoken message with visual cues.
- 11.19.6 The student will attend to a :duration spoken message without visual cues (e.g., announcement).
- 11.19.7 The student will recall and state :number words in a spoken message.

- 11.19.8 The student will recall and state :number key phrases or details in a spoken message.
- 11.19.9 The student will recall, rephrase or paraphrase :number key ideas and details presented in a spoken message.
- 11.19.10 The student will sequence :number key ideas and details presented in a spoken message.
- 11.19.11 The student will recall and state :number key words or details presented in a spoken message with competing background noise present.

11.20 During instructional periods, the student will state the main idea of the lesson using visual support (e.g., graphic organizer, summative notes, outline) when needed.

- 11.20.1 The student will verbally re-state the main idea of a lesson with visual support (e.g., graphic organizer, summative notes, outline).
- 11.20.2 The student will verbally restate the main idea of a lesson.
- 11.20.3 The student will write a summary of the main idea of a lesson with visual support (e.g., graphic organizer, summative notes, outline).

11.21 The student will demonstrate comprehension of an orally presented story by recalling details, answering questions or identifying picture clues.

- 11.21.1 The student will select :number corresponding pictures to demonstrate comprehension of an orally presented story.
- 11.21.2 The student will complete a Cloze passage based on an orally presented story.
- 11.21.3 The student will answer :number "wh" questions based on an orally presented story.
- 11.21.4 The student will answer :number questions, other than "wh", to indicate comprehension of an orally presented story.
- 11.21.5 The student will recall :number details from an orally presented story with pictures clues.
- 11.21.6 The student will recall :number details from an orally presented story without picture clues.
- 11.21.7 The student will answer :number questions about an orally presented story in the presence of competing background noise.

11.22 After listening to a short story or passage from an informational text, the student will use critical listening skills to identify, explain and/or define a variety of reading related skills (e.g. inferences, figurative language, cause-effect).

- 11.22.1 The student will identify :number statements as fact or opinion contained in a short story or listening passage.
- 11.22.2 The student will compare and contrast :number ideas contained in a short story or listening passage.
- 11.22.3 The student will identify the correct usage of :number multiple meaning words used in a short story or listening passage.
- 11.22.4 The student will restate in spoken or written English :number idiomatic expressions contained in a short story or listening passage.
- 11.22.5 The student will identify and explain :number cause and effect relationships contained in a short story or listening passage.
- 11.22.6 The student will locate and explain :number examples of figurative language (e.g., metaphor, simile, imagery, alliteration) used in a short story or listening passage.
- 11.22.7 The student will draw :number logical inferences based on select excerpts from a short story or listening passage.
- 11.22.8 The student will draw a logical conclusion, verbally or in writing, based on a short story or listening passage.

SIGN LANGUAGE GOALS

11.23 The student will correctly identify and use sign language to communicate basic wants and needs in a variety of settings.

- 11.23.1 The student will visually attend to the signer's hands, face, lips and gestures for :duration.
- 11.23.2 The student will identify and use :number signs to communicate basic wants and needs related to the home setting.
- 11.23.3 The student will identify and use :number signs to communicate basic wants and needs related to the school setting.
- 11.23.4 The student will identify and use :number signs to communicate basic wants and needs related to an emergency situation.

11.24 The student will correctly identify and use :number signs for familiar words and phrases.

- 11.24.1 The student will identify and state basic facts based on personal information (e.g., name, date of birth, address, phone number, grade, school) through the use of sign language.
- 11.24.2 The student will identify and state the names and relationships of family members through the use of

sign language.

11.24.3 The student will identify and state :number body parts through the use of sign language.

11.24.4 The student will identify and state :number emotions of self and others through the use of sign language.

11.24.5 The student will respond to simple commands, directions and/or expressions used throughout the school day.

11.25 The student will sign the answers to :number questions presented in sign.

11.25.1 The student will correctly answer :number "what" questions through the use of sign language.

11.25.2 The student will correctly answer :number "when" questions through the use of sign language.

11.25.3 The student will correctly answer :number "where" questions through the use of sign language.

11.25.4 The student will correctly answer :number "who" questions through the use of sign language.

11.25.5 The student will correctly answer :number "why" questions through the use of sign language.

11.25.6 The student will correctly answer :number "how" questions through the use of sign language.

11.26 The student will use and identify :number simple objects or actions to describe and/or categorize using sign language.

11.26.1 The student will identify and use :number nouns related to a specific category or grade level through the use of sign language.

11.26.2 The student will identify and use :number verbs related to a specific category or grade level through the use of sign language.

11.26.3 The student will identify and use words to describe and/or categorize objects through the use of sign language.

11.26.4 The student will identify and use words to describe and/or categorize actions through the use of sign language.

11.27 The student will use finger spelling to convey words which have no corresponding sign.

11.27.1 The student will identify the correct hand shape for each letter of the signed alphabet.

11.27.2 The student will accurately identify CVC and CCVC finger-spelled words.

11.27.3 The student will use finger-spelling to spell peoples' names.

11.27.4 The student will use finger-spelling to convey common nouns, verbs and/or language concepts commensurate with :his grade level.

11.27.5 The student will use finger spelling to incorporate words embedded in phrases or sentences.

11.28 The student will utilize sign language to initiate, engage and maintain conversation with familiar people.

11.28.1 The student will identify and use sign language associated with greetings and salutations.

11.28.2 The student will identify and use sign language during conversational exchanges.

11.28.3 The student will identify and use sign language to introduce, maintain, change or terminate a conversation.

11.29 The student will learn :number new signs to incorporate into :his vocabulary related to :his content area subjects (e.g., science, social studies).

11.29.1 The student will learn :number new signs for unfamiliar vocabulary/concepts presented in :his English class.

11.29.2 The student will learn :number new signs for unfamiliar vocabulary/concepts presented in :his Social Studies class.

11.29.3 The student will learn :number new signs for unfamiliar vocabulary/concepts presented in :his Science class.

11.29.4 The student will learn :number new signs for unfamiliar vocabulary/concepts presented in :his Math class.

SPEECH READING

11.30 The student will attend to the speaker to obtain clues for communication.

11.30.1 The student will look towards the speaker's face for :number second intervals.

11.30.2 The student will identify facial expressions and/or non-verbal cues associated with communication.

11.30.3 The student will attend to the speaker's face to speech read and locate :number presented objects or pictures.

11.30.4 The student will attend to the speaker's face to speech read :number sentences.

11.31 The student will use speech reading skills and strategies to identify and/or respond to :number voiceless communications (e.g., phonemes, words, sentences, questions).

11.31.1 The student will identify :number specific phonemes through speech reading only (e.g., vowels, consonants, blends).

- 11.31.2 The student will identify and speech read :number select words or phrases with picture clues provided.
- 11.31.3 The student will identify and speech read :number common expressions, commands and/or directions related to the school setting.
- 11.31.4 The student will identify :number pre-taught vocabulary words from content area materials through speech reading only.
- 11.31.5 The student will respond to :number questions or sentences using speech reading only.
- 11.31.6 The student will respond to :number of comprehension questions about a paragraph or short story using both speech reading and residual hearing.

11.32 The student will use speech reading skills and context cues to discriminate between :number homophenes, phonemes and/or minimally contrasting pairs of words.

- 11.32.1 The student will use speech reading to identify :number correct homophenes (visually similar words) through context clues.
- 11.32.2 The student will use speech reading to identify :number correct homophones (auditorily similar words) through context clues.
- 11.32.3 The student will use speech reading and context cues to discriminate between :number unfamiliar words or closely paired homophenes (visually similar) in a sentence or paragraph.

11.33 The student will speech read select words, phrases and/or sentences at various profiles.

- 11.33.1 The student will speech read :number single words at three quarter face.
- 11.33.2 The student will speech read :number short phrases (two to four words) at three quarter face.
- 11.33.3 The student will speech read :number sentences (five or more words) at three quarter face.
- 11.33.4 The student will speech read :number single words in profile.
- 11.33.5 The student will speech read :number short phrases (two to four words) in profile.
- 11.33.6 The student will speech read :number sentences (five or more words) in profile.

11.34 The student will speech read select words, phrases or sentences at various distances.

- 11.34.1 The student will speech read :number single words at a distance of three to five feet.
- 11.34.2 The student will speech read :number phrases (two to four words) at a distance of three to five feet.
- 11.34.3 The student will speech read :number sentences (five or more words) at a distance of three to five feet.
- 11.34.4 The student will speech read :number single words at a distance of six to eight feet.
- 11.34.5 The student will speech read :number phrases (two to four words) at a distance of six to eight feet.
- 11.34.6 The student will speech read :number sentences (five or more words) at a distance of six to eight feet.

11.35 The student will speech read related sentences or short paragraphs with or without context clues provided.

- 11.35.1 The student will speech read :number single sentences with context clues provided.
- 11.35.2 The student will speech read :number single sentences without context clues.
- 11.35.3 The student will speech read two to three related sentences with context clues provided.
- 11.35.4 The student will speech read two to three related sentences without context clues.
- 11.35.5 The student will speech read a short paragraph containing four or more related sentences with context clues provided.
- 11.35.6 The student will speech read a short paragraph containing four or more related sentences without context clues.

12. VISION

VISUAL AWARENESS/DISCRIMINATION/PERCEPTION

12.1 Given a light or an object, the student will demonstrate an awareness of its presence.

- 12.1.1 Given a light or object, the student will visually track it across different planes.
- 12.1.2 Student will maintain :his gaze on a light or object and track it horizontally across midline.
- 12.1.3 Student will maintain :his gaze on a light or object and track it vertically.
- 12.1.4 Student will maintain :his gaze on a light or object and track it diagonally.
- 12.1.5 Student will maintain :his gaze on a light or object and track it circularly.

12.2 Given :number basic geometric shapes, the student will identify each.

- 12.2.1 Student will physically and visually explore three dimensional geometric shapes.
- 12.2.2 The student will match three dimensional to three dimensional geometric shapes.
- 12.2.3 The student will match three dimensional to two dimensional geometric shapes.
- 12.2.4 The student will match two dimensional to two dimensional geometric shapes.
- 12.2.5 Given a several different types of shapes, the student will identify the three dimensional shapes.
- 12.2.6 Given a several different types of shapes, the student will identify the two dimensional shapes.
- 12.2.7 The student will name :number three dimensional shapes.
- 12.2.8 The student will name :number two dimensional shapes.

12.3 Given :number pictures of familiar objects, the student will identify each.

- 12.3.1 The student will match outline drawings.
- 12.3.2 The student will match pictures in illustrations or photographs.
- 12.3.3 The student will point to requested outline picture.
- 12.3.4 The student will point to requested illustration or photograph.
- 12.3.5 The student will name outline picture.
- 12.3.6 The student will name illustration or photograph.

12.4 Given :number objects of basic colors, the student will identify each color.

- 12.4.1 The student will sort objects or pictures of like color.
- 12.4.2 The student will match objects or pictures of like color.
- 12.4.3 The student will point to requested objects or pictures of a certain color.
- 12.4.4 The student will name color of objects or pictures.

12.5 Given :number objects, the student will identify :number similarities and :number differences among the objects.

- 12.5.1 The student will match like objects.
- 12.5.2 The student will compare like features of two objects.
- 12.5.3 The student will contrast features of two objects.

COMPENSATION SKILLS

12.6 During a conversation with :number people, the student will look or turn toward the face of the speaker.

- 12.6.1 The student will locate the source of a sound or voice by pointing in that direction.
- 12.6.2 The student will locate source of sound or voice by turning :his head or eyes in that direction.
- 12.6.3 The student will identify voices of familiar people.
- 12.6.4 The student will describe the location of speaker (e.g. near/far, taller/shorter than them, on left/right or in front of them).
- 12.6.5 The student will point in direction of speaker.

12.7 During a classroom lesson, the student will inform the teacher about poor conditions for seeing (e.g., glare, size, lighting) by raising :his hand or with a pre-arranged signal.

- 12.7.1 The student will list conditions known to cause visual difficulties in a classroom.
- 12.7.2 The student will discuss with the teacher a signal or phrase to be used when :he is experiencing any poor conditions for seeing.
- 12.7.3 The student will locate the best position in the classroom to be seated that will provide optimal visual conditions (e.g., distance to board, windows, accessible assistive devices).

12.8 During a classroom lesson in which notes are given, the student will select a method for and obtain notes.

- 12.8.1 The student will request and copy class notes from a peer after class.
- 12.8.2 The student will request class notes from teacher before or after class.
- 12.8.3 The student will use tape or digital recorder to record lesson and create notes after class.

- 12.8.4 The student will utilize assistive device to write :his own notes during or after class.
- 12.9 Given :his glasses or a telescopic or magnifying device, the student will follow a procedure for its cleaning and care.**
- 12.9.1 The student will carry eyeglass or device case with lens wipes at all times.
- 12.9.2 The student will clean :his lenses appropriately.
- 12.9.3 The student will place glasses in case when not in use.
- 12.9.4 The student will place glasses on surfaces lens-side up.
- 12.9.5 The student will remove and replace glasses or devices from/to case without touching lenses.
- 12.9.6 The student will request the use of telescopic lens or magnifier if not with :him.
- 12.10 During a classroom activity, the student will request use of adapted materials or devices (e.g., books on tape, Braille versions, Large Type version, magnifier, assistive device) when needed.**
- 12.10.1 The student will list available devices.
- 12.10.2 The student will locate devices in classroom.
- 12.10.3 The student will choose appropriate materials or device to complete task.
- 12.11 During various transition times in the school day, the student will select a peer to act as sighted-guide.**
- 12.11.1 The student will assist in the instruction of sighted-guide techniques to classmates.
- 12.11.2 The student will use an adult as a sighted-guide in the school environment.
- 12.11.3 The student will list appropriate locations in the school building to use a sighted-guide.
- 12.12 During a group lesson, the student will maintain :his auditory attention span for at least :duration.**
- 12.12.1 The student will name features of good listening.
- 12.12.2 The student will re-state :number of facts from an oral lesson.
- 12.12.3 The student will explain :his own optimum listening conditions.
- 12.12.4 The student will ask for clarification of information in an oral lesson.
- 12.12.5 The student will recognize fidgeting or other movements that distract :him from listening.

ASSISTIVE DEVICES

- 12.13 Given a computer keyboard, the student will touch-type.**
- 12.13.1 The student will isolate each finger needed for typing.
- 12.13.2 The student will locate and name all keys on home row.
- 12.13.3 The student will locate and name all keys on top row.
- 12.13.4 The student will locate and name all keys on bottom row.
- 12.13.5 The student will match usable left fingers to keys on left side of keyboard.
- 12.13.6 The student will match usable right fingers to keys on right side of keyboard.
- 12.13.7 The student will use a computerized keyboard instruction program daily.
- 12.14 During class or homework assignments, the student will type :his response :number times per week.**
- 12.14.1 The student will use text-to-speech word processing program to type one daily classroom assignment.
- 12.14.2 The student will use text-to-speech word processing program to type one weekly homework assignment.
- 12.14.3 The student will use any word processing program to type a classroom assignment.
- 12.14.4 The student will use any word-processing program to type one weekly homework assignment.
- 12.15 The student will utilize :his glasses or telescopic magnifying device throughout the day.**
- 12.15.1 The student will identify parts of the school day when magnification devices are needed.
- 12.15.2 The student will select and use appropriate magnification device in :number of classes.
- 12.16 The student will use a CCTV for reading and/or writing throughout the school day.**
- 12.16.1 The student will set up and turn on the CCTV.
- 12.16.2 The student will locate function buttons on the CCTV.
- 12.16.3 The student will properly align book/paper to be viewed on the CCTV.
- 12.16.4 The student will adjust contrast, brightness and size on the CCTV.
- 12.16.5 The student will adjust focus and markers on the CCTV.
- 12.16.6 The student will switch between near camera to distance camera on the CCTV.
- 12.16.7 The student will power off the CCTV.
- 12.17 The student will operate a DAISY or other book-playing device.**
- 12.17.1 The student will locate and name all buttons on a book playing device.
- 12.17.2 On a 4-track player, the student will insert and eject tape, switching "side" button when needed.

- 12.17.3 The student will locate specific page on the tape using auditory cues on recording.
- 12.17.4 The student will use headphones when necessary.
- 12.18 The student will use manipulative materials to solve :number of math problems.**
 - 12.18.1 The student will count with one to one correspondence.
 - 12.18.2 The student will choose mathematical operation needed to solve problem.
 - 12.18.3 The student will sort manipulatives according to operation.
 - 12.18.4 The student will calculate the answer to the problem by counting manipulatives for the answer.
- 12.19 The student will operate a large print or speech calculator.**
 - 12.19.1 The student will identify and name all buttons on the calculator.
 - 12.19.2 The student will transpose written problems to the calculator.
 - 12.19.3 The student will note answers from the calculator.
 - 12.19.4 The student will use headphones on a talking calculator when needed.
- 12.20 The student will use a specially adapted abacus to compute :number math addition problems.**
 - 12.20.1 The student will demonstrate knowledge of abacus terms (e.g., clear, zero, up, down, separation bar, set, left, right, count) by demonstrating their meaning.
 - 12.20.2 The student will identify the place value columns on an abacus.
 - 12.20.3 The student will read numbers to the :number place value on the abacus.
 - 12.20.4 The student will correctly "set" a given number to the :number place value on an abacus.
 - 12.20.5 The student will add a given number to a set number, moving across place value columns and clearing as needed if regrouping.
- 12.21 The student will use specially adapted abacus to compute :number math subtraction problems.**
 - 12.21.1 The student will demonstrate knowledge of all subtraction terms for an abacus.
 - 12.21.2 The student will demonstrate knowledge of abacus terms (e.g., return, away).
 - 12.21.3 The student will identify the place value columns on an abacus.
 - 12.21.4 The student will "set" a given number to the :number place value on an abacus.
 - 12.21.5 The student will remove requested number of beads from set number, moving across place value columns and clearing as needed when regrouping.
- 12.22 The student will use a specially adapted abacus to compute :number math multiplication problems.**
 - 12.22.1 The student will memorize the multiplication tables.
 - 12.22.2 The student will define the terms multiplicand, multiplier, product and rod.
 - 12.22.3 The student will determine placement of setting the multiplicand on an abacus.
 - 12.22.4 The student will determine placement of setting the multiplier on an abacus.
 - 12.22.5 The student will show location of product on an abacus.
- 12.23 The student will use specially adapted abacus to compute :number math division problems.**
 - 12.23.1 The student will memorize the multiplication tables.
 - 12.23.2 The student will define the terms: dividend, divisor, quotient, skip, compare and remainder.
 - 12.23.3 The student will determine placement of the divisor on an abacus.
 - 12.23.4 The student will determine placement of the dividend on an abacus.
 - 12.23.5 The student will determine placement of quotient on an abacus.
- 12.24 The student will operate a Perkins or other electronic Brailier.**
 - 12.24.1 The student will identify and name all Braille keys.
 - 12.24.2 The student will insert paper into Brailier.
 - 12.24.3 The student will set margins on Brailier.
 - 12.24.4 The student will use correct fingering on Brailier.
 - 12.24.5 The student will press necessary keys in unison.
 - 12.24.6 The student will read back :his own Braille for accuracy.
 - 12.24.7 The student will charge electronic Braille device.
 - 12.24.8 The student will remove paper from Brailier.
- 12.25 Given a Braille Writer, the student will increase Brailling speed from :numberfrom words per minute to :numberto words per minute.**
 - 12.25.1 The student will Braille sentences from dictation while timed for one minute.
 - 12.25.2 The student will Braille :his own sentences while timed for one minute.
 - 12.25.3 The student will use one minute Braille writing drill at least :number days per week.
- 12.26 Given written Braille, the student will use proper tracking technique and will increase reading rate from :numberfrom words per minute to :numberto words per minute.**
 - 12.26.1 The student will read a single row of Braille letters and numbers while being timed for one minute.
 - 12.26.2 The student will read one row of words while being timed (question what is the objective to reach).

- 12.26.3 The student will read a sentence that extends into the next line while being timed.
- 12.26.4 The student will use two handed tracking method to locate next line to begin reading.
- 12.26.5 The student will read :number sentences within :duration.

12.27 The student will write in Braille and reduce the number of errors from :numberfrom to :numbertto.

- 12.27.1 The student will Braille from dictation.
- 12.27.2 The student will proofread :his own Braille, locating and counting errors.
- 12.27.3 The student will use Braille eraser and/or backspacing to correct errors.
- 12.27.4 The student will list common Braille errors made.
- 12.27.5 The student will discuss ways to eliminate errors.

12.28 The student will take notes from auditory material using a Brailier.

- 12.28.1 The student will Braille dictated sentences with repetition allowed.
- 12.28.2 The student will Braille dictated sentences with no repetition.
- 12.28.3 The student will state necessary material from an auditory passage.
- 12.28.4 The student will Braille necessary material from auditory passage.
- 12.28.5 The student will proofread notes for accuracy and comprehension.

12.29 Using Nemeth Code, the student will transcribe a given math problem, compute and record the answer.

- 12.29.1 The student will line up and Braille answers derived from abacus on a pre-Brailled math worksheet.
- 12.29.2 The student will Braille a given math problem as a horizontal number sentence and Braille answer derived from abacus.
- 12.29.3 The student will Braille a given math problem in vertical format and line up and Braille answer derived from abacus.

AUDITORY SKILLS

12.30 After listening to a selection of content area text, the student will increase :his recall from :numberfrom facts to recalling :numbertto facts to assist :his use of auditory memory.

- 12.30.1 The student will listen to one paragraph of content area text and restate information.
- 12.30.2 The student will listen to multiple paragraphs of content area text and recall one important fact.
- 12.30.3 The student will listen to multiple paragraphs of content area text, and recall more than one fact.

12.31 The student will listen to a selection of content area material and recall :number main ideas.

- 12.31.1 The student will select main idea of an orally presented paragraph from a choice of three possible main ideas.
- 12.31.2 The student will identify the main idea of an orally presented content area paragraph.
- 12.31.3 The student will listen to multiple paragraphs of content area material and select the main idea from a choice of three possible main ideas.
- 12.31.4 The student will identify the main idea of orally presented multiple paragraphs of content area material.

12.32 The student will listen to a selection from literature text and/or specific informational text from the student's content area subjects and recall :number specific details.

- 12.32.1 The student will listen to one paragraph of orally presented material and select one detail given from a choice of three possible details.
- 12.32.2 The student will listen to orally presented material and name one specific detail.
- 12.32.3 The student will listen to multiple paragraphs of orally presented material and select three details given from a choice of five possible details.
- 12.32.4 The student will listen to multiple paragraphs of orally presented material and name three details given.

MOBILITY

12.33 Following directions from a mobility instructor, the student will independently navigate through :his classroom environment.

- 12.33.1 The student will use proper upper and lower protective techniques while negotiating classroom.
- 12.33.2 The student will square off at :his desk or work area before moving to another area.
- 12.33.3 The student will use mental mapping techniques to recall areas of classroom.
- 12.33.4 The student will utilize cues and clues in classroom to negotiate space.

12.34 Following direction from a mobility instructor, the student will independently navigate throughout the school environment.

- 12.34.1 The student will use trailing technique.
- 12.34.2 The student will use squaring off technique.
- 12.34.3 The student will use appropriate long white cane techniques.
- 12.34.4 The student will use mental mapping techniques to maneuver around school building.
- 12.34.5 The student will use auditory cues and clues to negotiate space in school environment.
- 12.34.6 The student will use protective technique when not using long white cane.
- 12.34.7 The student will ascend and descend stairs using hand rail and long white cane.

12.35 The student will safely negotiate outdoor the areas of the school building.

- 12.35.1 The student will locate the outdoor play areas of school.
- 12.35.2 The student will locate the parking areas of school.
- 12.35.3 The student will locate the bus areas of school.
- 12.35.4 The student will note when surface changes from pavement to grass or dirt areas.
- 12.35.5 The student will use proprioceptive cues to move on uneven surfaces.