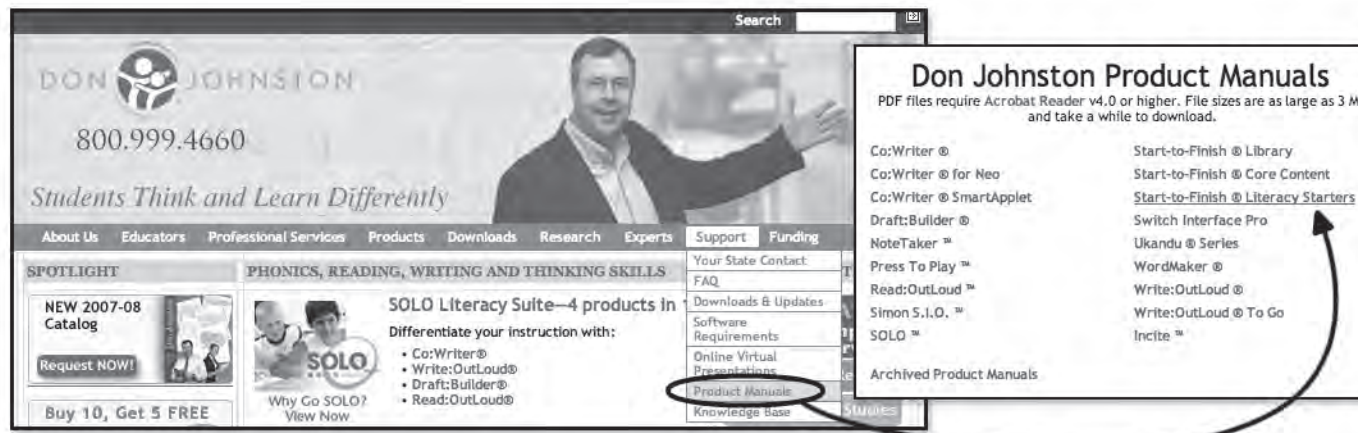


# Alignment to Florida Sunshine Standards Access Points

The following reading standards are aligned to activities within the Teacher’s Guide that is included in each Literacy Starter Kit. The Teacher’s Guide is on the product CD or it can be printed from online at donjohnston.com, under the Support tab/ Product Manuals.



The standards are written as they are on the Florida Department of Education website. The last column indicates the location in the Teacher’s Guide that addresses activities and materials that can be used to align instruction to meet these standards. The Intervention Planning Tool can be used to determine your beginning reader’s reading profile, locate reading interventions and track your student’s progress. It is included in the Teacher’s Guide.

You may click a button below to get started.

Grade 5: Reading Process Page 2

Grade 8: Reading Process Page 27

Grade 6: Reading Process Page 11

Grade 9-10: Reading Process Page 35

Grade 7: Reading Process Page 19

Grade 11-12: Reading Process Page 43



**Phonics/Word Analysis**

**Standard:** The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

	The student will:
LA.5.1.4.1	- understand spelling patterns;
LA.5.1.4.2	- recognize structural analysis; and
LA.5.1.4.3	- use language structure to read multi-syllabic words in text.

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

**Independent:**

The student will:

- identify phonemes in common spelling patterns, including blends, digraphs, and diphthongs;
- decode words with consonant and vowel digraphs and common vowel diphthongs;
- decode compound words and contractions;
- recognize words with possessives and inflections (-ed, -ing);
- decode phonetically regular multisyllabic words;
- recognize high frequency words with irregular spellings;
- recognize common abbreviations; and
- use self-correction when subsequent reading indicates an earlier misreading.

**Supported:**

The student will:

- identify, blend, and segment initial, final, and medial phonemes in CVC and CVCe words;
- decode phonetically regular words with common long and short vowel spelling patterns;
- recognize high frequency sight words; and
- use self-correction when subsequent reading indicates

**\*All Literacy Starter texts/ sets could be used to meet this standard with the basic materials/instructions provided in the product.**

**Participatory:**

The student will respond to pictures or symbols paired with spoken words in daily activities.

**\*Any/all of the Literacy Starter texts/sets can be used as the basis for this standard with slight adaptations -**

**i.e. the use of the graphics on the CD paired with the story to retell the story or to match to sample within the texts.**

**ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using any Literacy Starter title:  
 p. 23-24 Word Cards  
 p. 25-26 Building Vocabulary  
 p. 43 Building Vocabulary

**\*Use graphics from book to complete or fill-in the blank for teacher made sentences. (available on Teacher Resource CD)**

## Vocabulary Development

**Standard:** The student uses multiple strategies to develop grade appropriate vocabulary.

	The student will:
LA.5.1.6.1	- use new vocabulary that is introduced and taught directly;
LA.5.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;
LA.5.1.6.3	- use context clues to determine meanings of unfamiliar words;
LA.5.1.6.4	- categorize key vocabulary and identify salient features;
LA.5.1.6.5	- relate new vocabulary to familiar words;
LA.5.1.6.6	- identify "shades of meaning" in related words (e.g., blaring, loud);
LA.5.1.6.7	- use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;
LA.5.1.6.8	- use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;
LA.5.1.6.9	- determine the correct meaning of words with multiple meanings in context;
LA.5.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
LA.5.1.6.11	- use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss stories and informational text;
- use context clues and graphics to determine meanings of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;

#### **Supported:**

The student will:

- a. use new vocabulary that is introduced and taught directly;
- b. listen to, read, and talk about stories and informational text;
- c. use context clues and illustrations to determine meanings of unknown words;
- d. categorize key vocabulary;
- e. relate new vocabulary to familiar words;

#### **Participatory:**

The student will:

- respond to new vocabulary that is introduced and taught directly;
- listen and respond to stories and informational text;
- identify persons, objects, and actions by name in daily activities; and
- select objects, pictures, or symbols paired with words that relate to familiar stories or activities.

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using any Literacy Starter title:  
 p. 23-24 Word Cards  
 p. 25-26 Building Vocabulary  
 p. 43 Building Vocabulary

- identify the meaning of words using knowledge of tense (-ed, -ing), plural endings, and regular contractions;
- identify common synonyms, antonyms, and homonyms;
- identify the correct meaning of a word with multiple meanings in context; and
- determine the meaning of unknown words using a picture dictionary and digital tools.

- f. identify common synonyms, antonyms, and compound words using pictures; and
- g. use information from print or visual reference materials to determine the meanings of unknown words

**\*All Literacy Starter texts/sets could be used to meet this standard with the basic materials/instructions provided in the product.**

**\*Any/all of the Literacy Starter texts/sets can be used as the basis for this standard with slight adaptations -**

**i.e. the use of the graphics on the CD paired with the story to retell the story or to match to sample within the texts.**

**ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

- Using any Literacy Starter title:
- p. 23-24 Word Cards
  - p. 25-26 Building Vocabulary
  - p. 43 Building Vocabulary

**Phonics/Word Analysis**

**Standard:** The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

	The student will:
LA.5.1.4.1	- understand spelling patterns;
LA.5.1.4.2	- recognize structural analysis; and
LA.5.1.4.3	- use language structure to read multi-syllabic words in text.

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

**Independent:**

The student will:

- identify phonemes in common spelling patterns, including blends, digraphs, and diphthongs;
- decode words with consonant and vowel digraphs and common vowel diphthongs;

**Supported:**

The student will:

- identify, blend, and segment initial, final, and medial phonemes in CVC and CVCe words;
- decode phonetically regular words with common long and short vowel spelling patterns;

**Participatory:**

The student will respond to pictures or symbols paired with spoken words in daily activities.

**\*Any/all of the Literacy Starter texts/sets can be used as the basis for this standard with slight adaptations -**

**ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

- Using any Literacy Starter title:
- p. 23-24 Word Cards
  - p. 25-26 Building Vocabulary

- decode compound words and contractions;
- recognize words with possessives and inflections (-ed, -ing);
- decode phonetically regular multisyllabic words;
- recognize high frequency words with irregular spellings;
- recognize common abbreviations; and
- use self-correction when subsequent reading indicates an earlier misreading.

- recognize high frequency sight words; and
- use self-correction when subsequent reading indicates

**\*All Literacy Starter texts/ sets could be used to meet this standard with the basic materials/instructions provided in the product.**

**i.e. the use of the graphics on the CD paired with the story to retell the story or to match to sample within the texts.**

## Reading Comprehension

**Standard:** The student uses a variety of strategies to comprehend grade level text.

	The student will:
LA.5.1.7.1	- explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading;
LA.5.1.7.2	- identify the author's purpose (e.g., to persuade, inform, entertain, explain) and how an author's perspective influences text;
LA.5.1.7.3	- determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.5.1.7.4	- identify cause-and-effect relationships in text;
LA.5.1.7.5	- identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;
LA.5.1.7.6	- identify themes or topics across a variety of fiction and nonfiction selections;
LA.5.1.7.7	- compare and contrast elements in multiple texts; and
LA.5.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

## Access Points for Students with Significant Cognitive Disabilities

### **Independent:**

The student will:

- preview text features (e.g., illustrations, title, headings, captions) and use prior knowledge to make predictions of content and purpose of text;
- identify the author’s purpose (e.g., to tell a story, give information, entertain) using key words, phrases, and graphics in text;
- identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when, how, why), and sequence of events;
- identify cause and effect relationships in stories and informational text;
- identify text structures (e.g., similarities and differences, sequence of events, explicit cause/effect) in stories and informational text;
- identify the essential message or topic in text;
- identify similarities and differences in elements (e.g., characters, objects, actions) within a text; and
- use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using simple graphic organizers, connecting to life experiences, and checking own

### **Supported:**

The student will:

- preview text features (e.g., illustrations, title) and use prior knowledge to make predictions of content of stories and informational text;
- sort familiar books into categories reflecting personal uses (e.g., make me laugh, tell a story, show me how to do something);
- identify explicit ideas and information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when), and sequence of events in read-aloud stories and informational text;
- identify explicit cause/effect relationships in read-aloud stories and informational text;
- identify statements of the main idea or topic in read-aloud text;
- identify differences in characters, actions, and objects in text; and
- use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting what happens next, connecting to life experiences, and checking own understanding when reminded.

**\*All Literacy Starter texts/sets could be used to meet this standard with the basic materials/instructions provided in the product.**

### **Participatory:**

The student will:

- identify illustrations of characters or objects in read-aloud stories or informational text;
- respond to feelings expressed in readaloud stories and informational text; (respond accurately and consistently to pictures or symbols paired with words in familiar read-aloud stories and informational text);
- use pictures or symbols paired with words to respond to predictable cause/effect events in daily classroom activities; and
- use a resource when necessary to clarify meaning of pictures, symbols, or words in classroom activities

**\*Any/all of the Literacy Starter texts/sets can be used as the basis for this standard with slight adaptations –**

**i.e. the use of the graphics on the CD paired with the story to retell the story or to match to sample within the texts.**

### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using any Literacy Starter title:

\*Page 44 – Activities for Selecting a Book Title

\*Page 45 – Activities for Predicting

\*Page 45 – Activities for describing character, setting, plot

\*Page 46 – Activities for Sequencing

\*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.

\*Page 50 is a communication board for responding to books read.

## Fiction

**Standard:** The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

	The student will:
LA.5.2.1.1	- demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.5.2.1.2	- locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction;
LA.5.2.1.3	- demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem;
LA.5.2.1.4	- identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.5.2.1.5	- demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;
LA.5.2.1.6	- write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;
LA.5.2.1.7	- identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;
LA.5.2.1.8	- explain changes in the vocabulary and language patterns of literary texts written across historical periods; and
LA.5.2.1.9	- use interest and recommendations of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- distinguish among common forms of literature (e.g., stories, poetry, drama);
- identify characters, settings, and elements of plot structure (e.g., actions, sequence of events, problem/solution) in a variety of fiction;

#### **Supported:**

The student will:

- identify common forms of literature (e.g., stories, poetry);
- identify characters, settings, actions, and events in read-aloud fiction;
- identify rhyme, repetition, and rhythm in poetry;

#### **Participatory:**

The student will:

- identify characters, objects, and actions in read-aloud literature;
- respond to differences in rhythm in familiar poetry or songs;

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using Literacy Starter fiction title:  
 \*Page 44 – Activities for Selecting a Book Title  
 \*Page 45 – Activities for Predicting  
 \*Page 45 – Activities for describing character, setting, plot

- identify rhyme, repetition, rhythm, and descriptive language in poetry;
- identify the main topic or essential message of a familiar literary selection;
- demonstrate understanding of a literature selection by describing how it connects to life experiences;
- write a brief report or review that identifies characters, settings, sequence of events, main idea(s), or problem/solution in a literature selection;
- recognize the meaning of common idioms (e.g., green thumb) and figurative language (e.g., buzz, hiss, roar);
- distinguish between examples of past and present language used in stories; and
- select a variety of fiction materials to listen to or read, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture.

- match familiar literature selections to a topic;
- contribute to a group response connecting characters, actions, settings, or events in read-aloud literature to life experiences;
- produce a picture story with dictated sentences that identifies characters, setting, actions, or events from a read-aloud story;
- recognize the meaning of figurative language (e.g., raining cats and dogs);
- recognize language used in stories that indicates past events; and
- select fiction materials to listen to, based on interest or recommendations, to expand the core foundation of knowledge necessary to function

**\*All Literacy Starter texts/sets could be used to meet this standard with the basic materials/instructions provided in the product.**

- use pictures, symbols, or words to identify characters, objects, and actions from familiar read-aloud stories; and
- select fiction materials to listen to or use, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture.

**\*Any/all of the Literacy Starter texts/sets can be used as the basis for this standard with slight adaptations –**

**i.e. the use of the graphics on the CD paired with the story to retell the story or to match to sample within the texts.**

\*Page 46 – Activities for Sequencing

\*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.

\*Page 50 is a communication board for responding to books read.

**\*Use pictures in texts and graphics from Teacher Resource CD to identify characters (who), setting (where), and actions/events (what) in the fiction stories.**

**\*Use word cards and graphics printed from CD, along with text & graphics in story to respond to stories read or listened to.**



## Non Fiction

**Standard:** The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

	The student will:
LA.5.2.2.1	- locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);
LA.5.2.2.2	- use information from the text to answer questions related to explicitly stated main ideas or relevant details;
LA.5.2.2.3	- organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, or summarizing);
LA.5.2.2.4	- identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/functional texts); and
LA.5.2.2.5	- use interest and recommendations of others to select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history) to continue building a core foundation of knowledge.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- obtain information from text features (e.g., illustrations, title, headings, captions);
- use explicit information from nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when, how, why);
- organize information to show understanding (e.g., using simple graphic organizers);
- identify a variety of nonfiction text (e.g., reference materials, picture dictionary, children’s newspapers); and

#### **Supported:**

The student will:

- obtain information from text features (e.g., illustrations, title, table of contents);
- use explicit information from readaloud nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when);
- organize information to show understanding (e.g., using pictures or symbols);
- identify nonfiction print materials (e.g., calendar, schedule, environmental print) ; and

#### **Participatory:**

The student will:

- identify pictures, symbols, or words used in daily classroom activities;
- respond purposefully to pictures, symbols and informational text used in daily activities;
- recognize pictures, or symbols paired with words in informational text (nonfiction) used in daily activities; and
- select nonfiction materials to listen to, based on interest or recommendations, to expand the core foundation of knowledge.

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using Literacy Starter fiction title:  
 \*Page 44 – Activities for Selecting a Book Title  
 \*Page 45 – Activities for Predicting  
 \*Page 45 – Activities for describing character, setting, plot  
 \*Page 46 – Activities for Sequencing  
 \*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.  
 \*Page 50 is a communication board for responding to books read.

- select a variety of nonfiction materials to listen to or read, based on interest or recommendations, to expand

- select nonfiction materials on different topics to listen to, based on interest or recommendations, to expand the core foundation of knowledge.

**\*All Literacy Starter texts/sets could be used to meet this standard with the basic materials/instructions provided in the product.**

**\*Any/all of the Literacy Starter texts/sets can be used as the basis for this standard with slight adaptations –**

**i.e. the use of the graphics on the CD paired with the story to retell the story or to match to sample within the texts.**

**\*Use pictures in texts and graphics from CD to identify characters (who), setting (where), and actions/events (what) in the fiction stories.**

**\*Use word cards and graphics printed from CD, along with text & graphics in story to respond to stories read or listened to.**

## Grade 6: Reading Process

### Fluency

**Standard:** The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

	The student will:
LA.6.1.5.1	- adjust reading rate based on purpose, text difficulty, form, and style.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- read text with accuracy

#### **Supported:**

The student will:

- read text with high frequency sight words and phonetically regular words with accuracy

#### **Participatory:**

The student will:

- accurately and consistently identify pictures or symbols paired with words in stories and daily activities; and
- identify pictures or symbols paired with words to indicate the next step in familiar daily activities.

**START-TO-FINISH LITERACY  
STARTERS COMPUTER BOOKS  
MODEL READING FLUENCY.**

### Vocabulary Development

**Standard:** The student uses multiple strategies to develop grade appropriate vocabulary.

	The student will:
LA.6.1.6.1	- use new vocabulary that is introduced and taught directly;
LA.6.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;
LA.6.1.6.3	- use context clues to determine meanings of unfamiliar words;
LA.6.1.6.4	- categorize key vocabulary and identify salient features;
LA.6.1.6.5	- relate new vocabulary to familiar words;
LA.6.1.6.6	- distinguish denotative and connotative meanings of words;
LA.6.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;

LA.6.1.6.8	- identify advanced word/phrase relationships and their meanings;
LA.6.1.6.9	- determine the correct meaning of words with multiple meanings in context;
LA.6.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
LA.6.1.6.11	- identify the meaning of words and phrases derived from Greek and Roman mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss a variety of text;
- use context clues and graphics to determine meaning of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;
- use phonics skills to decode complex word families (e.g., -ieve);
- recognize and use prefixes (re-, un-), suffixes (-s, -es), and irregular plurals;
- determine the correct meaning of a word with multiple meanings (e.g., homographs) in context; and
- determine the meaning of unknown words using a dictionary and digital tools.

#### **Supported:**

The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss a variety of text;
- use context clues and illustrations to determine meaning of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;
- use phonics skills to decode words with common consonant blends, consonant and vowel digraphs, and controlled vowels;
- recognize and use regular plurals, compound words, and contractions;
- recognize common synonyms and antonyms; and
- determine the meaning of unknown words using a picture dictionary and digital tools.

#### **Participatory:**

The student will:

- respond to new vocabulary that is introduced and taught directly;
- listen and respond to stories and informational text;
- identify familiar persons, objects, and actions by name; and
- select and respond to objects, pictures, or symbols paired with words in familiar classroom activities.

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using any Literacy Starter title:  
 p. 23-24 Word Cards  
 p. 25-26 Building Vocabulary  
 p. 43 Building Vocabulary

## Reading Comprehension

**Standard:** The student uses a variety of strategies to comprehend grade level text.

	The student will:
LA.6.1.7.1	- use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.6.1.7.2	- analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
LA.6.1.7.3	- determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.6.1.7.4	- identify cause-and-effect relationships in text;
LA.6.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.6.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.6.1.7.7	- compare and contrast elements in multiple texts; and
LA.6.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g., table of contents, headings, simple charts, maps) to make and confirm predictions of content and purpose of reading selections;

#### **Supported:**

The student will:

- use background knowledge of the subject and text features (e.g., illustrations, title) to make predictions of content of reading selections;
- identify the author's purpose (e.g., tell a story, give information, elicit feelings) in a variety of texts with graphics;

#### **Participatory:**

The student will:

- identify persons, objects, actions, or events in read-aloud narrative and informational text used in daily activities;
- respond to pictures or symbols paired with words used to guide classroom activities;

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using any Literacy Starter title:

- \*Page 44 – Activities for Selecting a Book Title
- \*Page 45 – Activities for Predicting
- \* Page 45 – Activities for describing character, setting, plot
- \*Page 46 – Activities for Sequencing

- identify the author’s purpose (e.g., to inform, entertain, persuade) using key words, phrases, and graphics in text;
- determine the main idea or essential message in text through identifying relevant details and facts;
- identify cause and effect relationships in stories and informational text;
- identify text structures (e.g., comparison/contrast, explicit cause/effect relationships, sequence of events) in narrative and informational text using strategies, including graphic organizers;
- identify the theme in fiction or nonfiction selections;
- identify similarities and differences in characters, actions, or settings in two texts; and
- use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification.

- determine the main idea or essential message in text through identifying relevant details, including who, what, where, and when;
- identify explicit cause and effect relationships in read-aloud stories and informational text;
- identify fiction or nonfiction selections based on a theme;
- identify similarities and differences in characters and settings in stories using strategies, including simple graphic organizers; and
- uses strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded.

- recognize details in read-aloud stories and informational text;
- use pictures or symbols paired with words to achieve cause/effect outcomes in daily classroom activities;
- recognize familiar read-aloud stories with a theme (e.g., friendship); and
- use a resource when necessary to clarify meaning of pictures, symbols, or words in classroom activities.

\*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.

\*Page 50 is a communication board for responding to books read.

## Fiction

**Standard:** The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

	The student will:
LA.6.2.1.1	- identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.6.2.1.2	- locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;
LA.6.2.1.3	- locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;
LA.6.2.1.4	- identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
LA.6.2.1.5	- develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
LA.6.2.1.6	- write a book report, review, or critique that compares two or more works by the same author;
LA.6.2.1.7	- locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;
LA.6.2.1.8	- compare language patterns and vocabulary of contemporary texts to those of historical texts;
LA.6.2.1.9	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and
LA.6.2.1.10	- use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- identify characteristics of various genres of literature (e.g., fiction, poetry, drama);
- identify characters, setting, plot structure, and theme in works of literature;
- identify literary devices (e.g., sound, descriptive language) that communicate feelings and meaning;

#### **Supported:**

The student will:

- identify basic characteristics of various genres of literature (e.g., fiction, poetry);
- identify characters, setting, events, and main problem in read-aloud works of literature;
- identify literary devices (e.g., words that describe people, objects, feelings) in literature;

#### **Participatory:**

The student will:

- identify characters, objects, actions, and feelings in read-aloud literature;
- recognize rhythm, sounds, and words in read-aloud poetry and stories;
- recognize familiar read-aloud stories with a theme (e.g., friendship);

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using Literacy Starter fiction title:

- \*Page 44 – Activities for Selecting a Book Title
- \*Page 45 – Activities for Predicting
- \*Page 45 – Activities for describing character, setting, plot
- \*Page 46 – Activities for Sequencing

- identify themes (e.g., bravery, friendship, caring) in fiction;
- write a reflection that describes how the characters, problem/solution, or theme in a literature selection connect to life experiences;
- write a brief review or report on literature that includes a description of characters, setting, plot structure (e.g., problem/solution and sequence of events), and theme;
- recognize the meaning of common idioms (e.g., hands off) and figurative language (e.g., runs like a deer);
- identify examples of past and present language in literature of different historical periods;
- identify themes (e.g., growing up, solving problems) in fiction texts of different historical periods; and
- select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

- identify stories or drama based on a theme (e.g., bravery, friendship);
- write a reflection that relates the main idea or problem/solution in a read-aloud literature selection to life experiences;
- write a brief report or review of a story with illustrations that identifies characters, settings, events, or main problem;
- recognize the meaning of common idioms (e.g., cross your fingers);
- recognize language in familiar stories reflecting different historical periods;
- identify stories of different historical periods based on a theme (e.g., growing up); and
- select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

- use pictures, symbols, or words to identify characters, objects, actions, and feelings from familiar read-aloud literature; and
- select fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

\*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.

\*Page 50 is a communication board for responding to books read.

**\*Use pictures in texts and graphics from Teacher Resource CD to identify characters (who), setting (where), and actions/ events (what) in the fiction stories.**

**\*Use word cards and graphics printed from CD, along with text & graphics in story to respond to stories read or listened to.**



## Non Fiction

**Standard:** The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

	The student will:
LA.6.2.2.1	- locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LA.6.2.2.2	- use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;
LA.6.2.2.3	- organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
LA.6.2.2.4	- identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and
LA.6.2.2.5	- use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- identify information provided in text features (e.g., table of contents, headings, simple charts, maps);
- use information from nonfiction text to answer questions related to the main idea and supporting details;
- organize information to show understanding (e.g., using simple graphic organizers);
- identify a variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines); and

#### **Supported:**

The student will:

- identify information included in text features (e.g., illustrations, title, table of contents, headings);
- use information from read-aloud nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when);
- organize information to show understanding (e.g., using simple graphic organizers);
- identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries); and

#### **Participatory:**

The student will:

- recognize pictures or symbols paired with words in informational text used to guide classroom activities;
- respond purposefully to pictures or symbols paired with words used to guide classroom activities;
- recognize pictures, or symbols paired with words depicting a sequence in familiar activities; and

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using Literacy Starter fiction title:

- \*Page 44 – Activities for Selecting a Book Title
- \*Page 45 – Activities for Predicting
- \*Page 45 – Activities for describing character, setting, plot
- \*Page 46 – Activities for Sequencing
- \*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.

- select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

- select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of
- knowledge necessary to connect topics and function as a member of a shared culture.

- select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

\*Page 50 is a communication board for responding to books read.

**\*Use pictures in texts and graphics from CD to identify characters (who), setting (where), and actions/events (what) in the fiction stories.**

**\*Use word cards and graphics printed from CD, along with text & graphics in story to respond to stories read or listened to.**

## Grade 7: Reading Process

### Fluency

**Standard:** The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

	The student will:
LA.7.1.5.1	- adjust reading rate based on purpose, text difficulty, form, and style.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- read text with accuracy

#### **Supported:**

The student will:

- read text with high frequency sight words and phonetically regular words with accuracy

#### **Participatory:**

The student will:

- respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities; and
- identify pictures or symbols paired with words to indicate the next step in familiar daily activities.

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using any Literacy Starter title:  
 p. 23-24 Word Cards  
 p. 25-26 Building Vocabulary  
 p. 43 Building Vocabulary

**\*Use graphics from book to complete or fill-in the blank for teacher made sentences. (available on Teacher Resource CD)**

**Start-to-Finish Literacy Starters computer books model reading fluency.**

### Vocabulary Development

**Standard:** The student uses multiple strategies to develop grade appropriate vocabulary.

	The student will:
LA.7.1.6.1	- use new vocabulary that is introduced and taught directly;
LA.7.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;
LA.7.1.6.3	- use context clues to determine meanings of unfamiliar words;
LA.7.1.6.4	- categorize key vocabulary and identify salient features;

LA.7.1.6.5	- relate new vocabulary to familiar words;
LA.7.1.6.6	- distinguish denotative and connotative meanings of words;
LA.7.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
LA.7.1.6.8	- identify advanced word/phrase relationships and their meanings;
LA.7.1.6.9	- determine the correct meaning of words with multiple meanings in context;
LA.7.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
LA.7.1.6.11	- identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Roman mythology.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss a variety of text;
- use context clues and graphics to determine meaning of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;
- use phonics skills to decode complex word families (e.g., -ieve);
- recognize and use prefixes (re-, un-), suffixes (-s, -es), and irregular plurals;
- determine the correct meaning of a word with multiple meanings (e.g., homographs) in context; and
- determine the meaning of unknown words using a dictionary and digital tools.

#### **Supported:**

The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss a variety of text;
- use context clues and illustrations to determine meaning of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;
- use phonics skills to decode words with common consonant blends, consonant and vowel digraphs, and controlled vowels;
- recognize and use regular plurals, compound words, and contractions;
- recognize common synonyms and antonyms; and
- determine the meaning of unknown words using a picture dictionary and digital tools.

#### **Participatory:**

The student will:

- respond to new vocabulary that is introduced and taught directly;
- listen and respond to stories and informational text;
- identify familiar persons, objects, and actions by name; and
- select and respond to objects, pictures, or symbols paired with words in familiar classroom activities.

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using any Literacy Starter title:  
 p. 23-24 Word Cards  
 p. 25-26 Building Vocabulary  
 p. 43 Building Vocabulary

## Reading Comprehension

**Standard:** The student uses a variety of strategies to comprehend grade level text.

	The student will:
LA.7.1.7.1	- use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.7.1.7.2	- analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
LA.7.1.7.3	- determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.7.1.7.4	- identify cause-and-effect relationships in text;
LA.7.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.7.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.7.1.7.7	- compare and contrast elements in multiple texts; and
LA.7.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g., table of contents, headings, simple charts, maps) to make and confirm predictions of content and purpose of reading selections;

#### **Supported:**

The student will:

- use background knowledge of the subject and text features (e.g., illustrations, title) to make predictions of content of reading selections;
- identify the author's purpose (e.g., tell a story, give information, elicit feelings) in a variety of texts with graphics;

#### **Participatory:**

The student will:

- identify persons, objects, actions, or events in read-aloud narrative and informational text used in daily activities;
- respond to pictures or symbols paired with words used to guide classroom activities;
- recognize details in read-aloud stories and informational text;

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using any Literacy Starter title:

- \*Page 44 – Activities for Selecting a Book Title
- \*Page 45 – Activities for Predicting
- \*Page 45 – Activities for describing character, setting, plot
- \*Page 46 – Activities for Sequencing

- identify the author’s purpose (e.g., to inform, entertain, persuade) using key words, phrases, and graphics in text;
- determine the main idea or essential message in text through identifying relevant details and facts;
- identify cause and effect relationships in stories and informational text;
- identify text structures (e.g., comparison/contrast, explicit cause/effect relationships, sequence of events) in narrative and informational text using strategies, including graphic organizers;
- identify the theme in fiction or nonfiction selections;
- identify similarities and differences in characters, actions, or settings in two texts; and
- use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification.

- determine the main idea or essential message in text through identifying relevant details, including who, what, where, and when;
- identify explicit cause and effect relationships in read-aloud stories and informational text;
- identify fiction or nonfiction selections based on a theme;
- identify similarities and differences in characters and settings in stories using strategies, including simple graphic organizers; and
- uses strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded.

- use pictures or symbols paired with words to achieve cause/effect outcomes in daily classroom activities;
- recognize familiar read-aloud stories with a theme (e.g., friendship); and
- use a resource when necessary to clarify meaning of pictures, symbols, or words in classroom activities.

\*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.

\*Page 50 is a communication board for responding to books read.

## Fiction

**Standard:** The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

	The student will:
LA.7.2.1.1	- identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.7.2.1.2	- locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;
LA.7.2.1.3	- locate various literary devices (e.g., sound, meter, figurative and descriptive
LA.7.2.1.4	- identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
LA.7.2.1.5	- develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
LA.7.2.1.6	- compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);
LA.7.2.1.7	- locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;
LA.7.2.1.8	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and
LA.7.2.1.9	- describe changes in the English language over time, and support these descriptions with examples from literary texts; and
LA.7.2.1.10	- use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- identify characteristics of various genres of literature (e.g., fiction, poetry, drama);
- identify characters, setting, plot structure, and theme in works of literature;

#### **Supported:**

The student will:

- identify basic characteristics of various genres of literature (e.g., fiction, poetry);
- identify characters, setting, events, and main problem in read-aloud works of literature;
- identify literary devices (e.g., words that describe people, objects, feelings) in literature;

#### **Participatory:**

The student will:

- identify characters, objects, actions, and feelings in read-aloud literature;
- recognize rhythm, sounds, and words in read-aloud poetry and stories;
- recognize familiar read-aloud stories with a theme (e.g., friendship);

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using Literacy Starter fiction title:  
 \*Page 44 – Activities for Selecting a Book Title  
 \*Page 45 – Activities for Predicting  
 \*Page 45 – Activities for describing character, setting, plot

- identify literary devices (e.g., sound, descriptive language) that communicate feelings and meaning;
- identify themes (e.g., bravery, friendship, caring) in fiction;
- write a reflection that describes how the characters, problem/solution, or theme in a literature selection connect to life experiences;
- write a brief review or report on literature that includes a description of characters, setting, plot structure (e.g., problem/solution and sequence of events), and theme;
- recognize the meaning of common idioms (e.g., hands off) and figurative language (e.g., runs like a deer);
- identify examples of past and present language in literature of different historical periods;
- identify themes (e.g., growing up, solving problems) in fiction texts of different historical periods; and
- select a variety of fiction materials based on interest or recommendations to expand the core foundation of
- knowledge necessary to connect topics and function as a member of a shared culture.

- identify stories or drama based on a theme (e.g., bravery, friendship);
- write a reflection that relates the main idea or problem/ solution in a readaloud literature selection to life experiences;
- write a brief report or review of a story with illustrations that identifies characters, settings, events, or main problem;
- recognize the meaning of common idioms (e.g., cross your fingers);
- recognize language in familiar stories reflecting different historical periods;
- identify stories of different historical periods based on a theme (e.g., growing up); and
- select a variety of fiction materials based on interest or recommendations
- to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

- use pictures, symbols, or words to identify characters, objects, actions, and feelings from familiar read-aloud literature; and
- select fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

\*Page 46 – Activities for Sequencing

\*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.

\*Page 50 is a communication board for responding to books read.

**\*Use pictures in texts and graphics from Teacher Resource CD to identify characters (who), setting (where), and actions/ events (what) in the fiction stories.**

**\*Use word cards and graphics printed from CD, along with text & graphics in story to respond to stories read or listened to.**



## Non Fiction

**Standard:** The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

	The student will:
LA.7.2.2.1	- locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LA.7.2.2.2	- use information from the text to answer questions related to the main idea and/or provide relevant details;
LA.7.2.2.3	- organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
LA.7.2.2.4	- identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and
LA.7.2.2.5	- use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- identify information provided in text features (e.g., table of contents, headings, simple charts, maps);
- use information from nonfiction text to answer questions related to the main idea and supporting details;
- organize information to show understanding (e.g., using simple graphic organizers);
- identify a variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines); and

#### **Supported:**

The student will:

- identify information included in text features (e.g., illustrations, title, table of contents, headings);
- use information from read-aloud nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when);
- organize information to show understanding (e.g., using simple graphic organizers);
- identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries); and

#### **Participatory:**

The student will:

- recognize pictures or symbols paired with words in informational text used to guide classroom activities;
- respond purposefully to pictures or symbols paired with words used to guide classroom activities;
- recognize pictures, or symbols paired with words depicting a sequence in familiar activities; and

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using Literacy Starter fiction title:

- \*Page 44 – Activities for Selecting a Book Title
- \*Page 45 – Activities for Predicting
- \*Page 45 – Activities for describing character, setting, plot
- \*Page 46 – Activities for Sequencing
- \*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.
- \*Page 50 is a communication board for responding to books read.

- select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

- select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

- select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

- \*Use pictures in texts and graphics from CD to identify characters (who), setting (where), and actions/events (what) in the fiction stories.**
- \*Use word cards and graphics printed from CD, along with text & graphics in story to respond to stories read or listened to.**

## Grade 8: Reading Process

### Fluency

**Standard:** The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

	The student will:
LA.8.1.5.1	- adjust reading rate based on purpose, text difficulty, form, and style.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- read text with accuracy; and
- adjust reading rate based on difficulty.

#### **Supported:**

The student will:

- read text with accuracy.

#### **Participatory:**

The student will:

- accurately and consistently identify pictures or symbols paired with words in stories and daily activities; and
- identify pictures or symbols to indicate the next step in a familiar activity.

**START-TO-FINISH LITERACY  
STARTERS COMPUTER BOOKS  
MODEL READING FLUENCY.**

### Vocabulary Development

**Standard:** The student uses multiple strategies to develop grade appropriate vocabulary.

	The student will:
LA.8.1.6.1	- use new vocabulary that is introduced and taught directly;
LA.8.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;
LA.8.1.6.3	- use context clues to determine meanings of unfamiliar words;
LA.8.1.6.4	- categorize key vocabulary and identify salient features;
LA.8.1.6.5	- relate new vocabulary to familiar words;
LA.8.1.6.6	- distinguish denotative and connotative meanings of words;
LA.8.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
LA.8.1.6.8	- identify advanced word/phrase relationships and their meanings;

LA.8.1.6.9	- determine the correct meaning of words with multiple meanings in context;
LA.8.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
LA.8.1.6.11	- identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Roman mythology.

### Access Points for Students with Significant Cognitive Disabilities

**Independent:**

The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss a variety of text;
- use context clues and graphics to determine the meaning of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;
- use phonics skills to decode unknown words;
- recognize and use prefixes, suffixes, and root words;
- identify word relationships (e.g., common analogies) and their meaning;
- determine the meaning of a word with multiple meanings (e.g., homographs) in text; and
- determine the meaning of unknown words using a dictionary and digital tools.

**Supported:**

The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss a variety of text;
- use context clues and graphics to determine the meaning of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;
- use phonics skills to decode words with diphthongs;
- recognize and use common suffixes (- ed, -ing);
- determine the meaning of a word with multiple meanings (e.g., homographs) in text; and
- determine the meaning of unknown words using a dictionary and digital tools.

**Participatory:**

The student will:

- identify new vocabulary that is introduced and taught directly;
- listen and respond to stories and informational text;
- identify persons, objects, and actions by name or characteristic; and
- select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.

**ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using any Literacy Starter title:  
 p. 23-24 Word Cards  
 p. 25-26 Building Vocabulary  
 p. 43 Building Vocabulary

## Reading Comprehension

**Standard:** The student uses a variety of strategies to comprehend grade level text.

	The student will:
LA.8.1.8.1	- use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.8.1.8.2	- analyze the author’s purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
LA.8.1.8.3	- determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.8.1.8.4	- identify cause-and-effect relationships in text;
LA.8.1.8.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.8.1.8.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.8.1.8.7	- compare and contrast elements in multiple texts; and
LA.8.1.8.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary) to make and confirm predictions of content and purpose of reading selections;

#### **Supported:**

The student will:

- use background knowledge of the subject and text features (e.g., title, illustrations, graphics, table of contents, headings) to make and confirm predictions of content of reading selections;
- identify the author’s purpose (e.g., to inform, entertain, persuade) using key words, phrases, and graphics in a variety of reading selections;

#### **Participatory:**

The student will:

- identify persons, objects, actions, and settings in read-aloud narrative and informational text;
- respond accurately and consistently to pictures or symbols paired with words on charts used to guide school activities;
- recognize details and what happened in read-aloud stories and informational text;

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using any Literacy Starter title:

- \*Page 44 – Activities for Selecting a Book Title
- \*Page 45 – Activities for Predicting
- \*Page 45 – Activities for describing character, setting, plot
- \*Page 46 – Activities for Sequencing

- identify the author’s purpose (e.g., to inform, entertain, persuade) in a variety of text formats (e.g., stories, letters, reports) and use the information to construct meaning;
- determine the main idea or essential message in text through guided retelling and identifying relevant details and facts;
- identify cause and effect relationships in stories and informational text;
- identify text structures (e.g., comparison/contrast, cause/effect relationships, chronological order) in narrative and informational text using strategies, including graphic organizers;
- identify a theme shared by two or more fiction and nonfiction selections;
- identify similarities and differences in characters, actions, or settings in two texts; and
- use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification.

- determine the main idea or essential message in text through identifying the topic, relevant details, and facts, including but not limited to who, what, where, when, how, and what happened;
- identify explicit cause/effect relationships in stories and informational text;
- identify similarities and differences and the sequence of events in stories and informational text using strategies, including graphic organizers;
- recognize a theme shared by two fiction or nonfiction selections; and
- use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded.

- use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities;
- recognize familiar read-aloud stories with a theme (e.g., caring); and
- use resources when necessary to clarify meaning of pictures, symbols, or words in classroom activities.

\*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.

\*Page 50 is a communication board for responding to books read.

## Fiction

**Standard:** The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

	The student will:
LA.8.2.1.1	- identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.8.2.1.2	- locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
LA.8.2.1.3	- locate various literary devices (e.g., sound, meter, figurative and descriptive
LA.8.2.1.4	- identify and analyze recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
LA.8.2.1.5	- develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
LA.8.2.1.6	- compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);
LA.8.2.1.7	- locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;
LA.8.2.1.8	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
LA.8.2.1.9	- describe changes in the English language over time, and support these descriptions with examples from literary texts; and
LA.8.2.1.10	- use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- identify similarities and differences in characteristics of various genres of literature (e.g., fiction, poetry, drama);
- identify story elements (e.g., character, setting, plot, problem/ solution, tone) in stories and drama;

#### **Supported:**

The student will:

- identify basic characteristics of various genres of literature (e.g., fiction, poetry, drama);
- identify basic story elements (character, setting, problem/ solution) in fiction;

#### **Participatory:**

The student will:

- recognize characters, objects, and actions in read-aloud literature from various genres (e.g., fiction, poetry, drama);
- recognize words that describe people, objects, and actions in read-aloud literature;

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using Literacy Starter fiction title:  
 \*Page 44 – Activities for Selecting a Book Title  
 \*Page 45 – Activities for Predicting  
 \*Page 45 – Activities for describing character, setting, plot

- identify examples of literary devices (e.g., sound, figurative language, illustrations, fonts, word placement) that convey meaning in poetry;
- identify a common theme in more than one literary genre;
- describe how a literature selection connects to life experiences and impacts the reader based on support from the text or personal experiences;
- identify similarities and differences in characteristics of two literature selections or a common theme in more than one literary genre;
- identify examples of literary devices (e.g., expression, tone) in literature;
- identify information about the historical time periods reflected in literary works;
- distinguish differences in vocabulary and language used in contemporary and historical texts; and
- select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

- identify examples of literary devices (e.g., rhyme, rhythm, descriptive language) in poetry;
- identify a common theme in more than one literary work;
- describe how the characters, problem/ solution, or theme in a literature selection connect to life experiences;
- identify a common theme in more than one literary work;
- identify common literary devices (e.g., point of view, figurative language, idioms) in stories;
- identify information about characters, settings, and events reflected in historical stories;
- identify differences in vocabulary used in historical and contemporary stories; and
- select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

- recognize familiar read-aloud stories, poems, or drama with a theme (e.g., bravery);
- use pictures, symbols, and words to describe characters, objects, actions, and settings in familiar read-aloud literature; and
- select fiction materials to listen to, based on interest and recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture.

\*Page 46 – Activities for Sequencing

\*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.

\*Page 50 is a communication board for responding to books read.

**\*Use pictures in texts and graphics from Teacher Resource CD to identify characters (who), setting (where), and actions/ events (what) in the fiction stories.**

**\*Use word cards and graphics printed from CD, along with text & graphics in story to respond to stories read or listened to.**



## Non Fiction

**Standard:** The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

	The student will:
LA.8.2.2.1	- locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LA.8.2.2.2	- synthesize and use information from the text to state the main idea or provide relevant details;
LA.8.2.2.3	- organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
LA.8.2.2.4	- identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and
LA.8.2.2.5	- use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary);
- use information from nonfiction text to identify the main idea and supporting details;
- organize information to show understanding (e.g., using graphic organizers, guided retelling);

#### **Supported:**

The student will:

- identify information in text features (e.g., title, illustrations and graphics, table of contents, headings);
- use information from read-aloud nonfiction text to identify the main idea and supporting details (e.g., who, what, where, when, how, what happened);
- organize information to show understanding (e.g., using simple graphic organizers);
- identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries, magazines, newspapers); and

#### **Participatory:**

The student will:

- recognize persons, objects, and actions in read-aloud informational text;
- respond purposefully to pictures or symbols paired with words used to guide classroom and school activities;
- recognize pictures or symbols paired with words depicting a sequence in familiar activities; and

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using Literacy Starter fiction title:

- \*Page 44 – Activities for Selecting a Book Title
- \*Page 45 – Activities for Predicting
- \*Page 45 – Activities for describing character, setting, plot
- \*Page 46 – Activities for Sequencing
- \*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.
- \*Page 50 is a communication board for responding to books read.

- identify basic characteristics of variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams); and
- select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

- select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

- select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

- \*Use pictures in texts and graphics from CD to identify characters (who), setting (where), and actions/events (what) in the fiction stories.**
- \*Use word cards and graphics printed from CD, along with text & graphics in story to respond to stories read or listened to.**

## Grade 9-10: Reading Process

### Fluency

**Standard:** The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

	The student will:
LA.910.1.5.1	- adjust reading rate based on purpose, text difficulty, form, and style.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- read text with accuracy.

#### **Supported:**

The student will:

- read text with high frequency sight words and phonetically regular words with accuracy.

#### **Participatory:**

The student will:

- accurately and consistently identify pictures or symbols paired with words in stories and daily activities; and
- identify pictures or symbols paired with words to indicate the next step in familiar daily activities.

**START-TO-FINISH LITERACY  
STARTERS COMPUTER BOOKS  
MODEL READING FLUENCY.**

### Vocabulary Development

**Standard:** The student uses multiple strategies to develop grade appropriate vocabulary.

	The student will:
LA.910.1.6.1	- use new vocabulary that is introduced and taught directly;
LA.910.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;
LA.910.1.6.3	- use context clues to determine meanings of unfamiliar words;
LA.910.1.6.4	- categorize key vocabulary and identify salient features;
LA.910.1.6.5	- relate new vocabulary to familiar words;
LA.910.1.6.6	- distinguish denotative and connotative meanings of words;
LA.910.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;

LA.910.1.6.8	- identify advanced word/phrase relationships and their meanings;
LA.910.1.6.9	- determine the correct meaning of words with multiple meanings in context;
LA.910.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
LA.910.1.6.11	- identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss a variety of text;
- use context clues and graphics to determine meaning of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;
- use phonics skills to decode unknown words;
- recognize and use prefixes, suffixes, and root words;
- identify word relationships (e.g., common analogies) and their meaning;
- determine the meaning of a word with multiple meanings (e.g., homographs) in text;
- determine the meaning of unknown words using a dictionary and digital tools; and
- identify common words and phrases from other languages. relate new vocabulary to familiar words;

#### **Supported:**

The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss a variety of text;
- use context clues and illustrations to determine meaning of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;
- use phonics skills to decode multisyllabic words;
- recognize and use common prefixes (re- and un-) and suffixes (-er);
- determine the meaning of a word with multiple meanings (e.g., homographs) in text; and
- determine the meaning of unknown words using a dictionary and digital tools.

#### **Participatory:**

The student will:

- identify new vocabulary that is introduced and taught directly;
- listen and respond to stories and informational text;
- identify familiar persons, objects, and actions by name or characteristic; and
- select and respond to objects, pictures, or symbols paired with words in familiar classroom activities.

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using any Literacy Starter title:

- p. 23-24 Word Cards
- p. 25-26 Building Vocabulary
- p. 43 Building Vocabulary

- use phonics skills to decode unknown words;
- recognize and use prefixes, suffixes, and root words;
- identify word relationships (e.g., common analogies) and their meaning;
- determine the meaning of a word with multiple meanings (e.g., homographs) in text;
- determine the meaning of unknown words using a dictionary and digital tools; and
- identify common words and phrases from other languages.

## Reading Comprehension

**Standard:** The student uses a variety of strategies to comprehend grade level text.

	The student will:
LA.910.1.7.1	- use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.910.1.7.2	- analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
LA.910.1.7.3	- determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.910.1.7.4	- identify cause-and-effect relationships in text;
LA.910.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.910.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.910.1.7.7	- compare and contrast elements in multiple texts; and
LA.910.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

## Access Points for Students with Significant Cognitive Disabilities

### **Independent:**

The student will:

- use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g., table of contents, headings, simple charts, maps) to make and confirm predictions of content and purpose of reading selections;
- identify the author’s purpose (e.g., to inform, entertain, persuade) and point of view (e.g., first person) in text and use the information to construct meaning;
- determine the main idea or essential message in text through retelling, guided summarizing, and identifying relevant details and facts;
- identify cause and effect relationships in stories and informational text;
- identify a variety of text structures (e.g., comparison/contrast, cause/effect relationships, chronological order, lists) using strategies, including graphic organizers and structured note-making, and describe how they impact meaning in text;
- identify the theme in fiction or nonfiction selections;
- identify similarities and differences in characters, actions, or settings or main idea and details in two texts; and
- use strategies to repair comprehension, including but not limited to rereading, checking context clues, structured note-making, using graphic organizers, questioning, and requesting assistance for clarification.

### **Supported:**

The student will:

- use background knowledge of the subject and text features (e.g., title, illustrations, graphics, table of contents, headings, various text styles, simple charts and maps, glossary) to make and confirm predictions of content and reading selections;
- identify the author’s purpose (e.g., inform, entertain, persuade) using key words, phrases, and graphics in a variety of reading selections;
- determine the main idea or essential message in text through guided retelling and identifying the topic and supporting details;
- identify explicit cause/effect relationships in stories and informational text;
- identify fiction or nonfiction selections based on a theme (e.g., bravery, friendship);
- identify similarities and differences and informational text using strategies, including graphic organizers; and
- use strategies to repair comprehension, including but not limited to rereading, context clues, predicting, using graphic organizers, and checking own understanding when reminded.

### **Participatory:**

The student will:

- identify persons, objects, settings, and events in read-aloud narrative and informational text;
- make purposeful responses to pictures or symbols paired with words in school settings;
- recognize details and what happened in read-aloud stories and informational text;
- use pictures or symbols paired with words to achieve desired cause/effect outcomes in school activities; and
- use resources when necessary to clarify meaning of pictures, symbols, or words in school activities.

### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using any Literacy Starter title:

- \*Page 44 – Activities for Selecting a Book Title
- \*Page 45 – Activities for Predicting
- \*Page 45 – Activities for describing character, setting, plot
- \*Page 46 – Activities for Sequencing
- \*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.
- \*Page 50 is a communication board for responding to books read.

## Fiction

**Standard:** The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

	The student will:
LA.910.2.1.1	- analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
LA.910.2.1.2	- analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
LA.910.2.1.3	- explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
LA.910.2.1.4	- identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
LA.910.2.1.5	- analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);
LA.910.2.1.6	- create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;
LA.910.2.1.7	- analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;
LA.910.2.1.8	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
LA.910.2.1.9	- identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
LA.910.2.1.10	- select a variety of age and ability appropriate fiction materials to read based on knowledge of authors' styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

## Access Points for Students with Significant Cognitive Disabilities

### **Independent:**

The student will:

- describe distinguishing features of works of various genres of literature (e.g., fiction, poetry, drama);
- identify literary elements (e.g., character development, setting, plot structures, theme, word choice) in a variety of literary works;
- describe how literary devices (e.g., sound, figurative language, graphics) convey mood and meaning in poetry;
- identify a common theme in more than one literary genre;
- describe the literary elements (e.g., character development, setting, plot structure, theme, word choice) in a literature selection;
- describe how literary elements and a literary device in a selection connect to life experiences and impact the reader with support from the text or other sources;
- identify language that create images in various kinds of literature;
- identify ideas and theme in historical literary works;
- identify common examples of language that have been influenced by history and culture; and

### **Supported:**

The student will:

- identify differences in characteristics of works of literature of various genres (e.g., fiction, poetry, drama);
- identify characters, setting, problem/solution, and theme in literary works;
- identify literary devices (e.g., sound, descriptive language) used in poetry;
- identify a common theme in more than one literary work;
- describe the use of characters, setting, problem/solution, and theme in a literature selection;
- describe how the characters, setting, problem/solution, or theme and the use of descriptive language in a selection connect to life experiences;
- identify language that creates images in stories and poems;
- recognize the theme in historical literary works;
- recognize common examples of language that have been influenced by history and culture; and
- select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to

### **Participatory:**

The student will:

- identify characters, objects, actions, and settings in read-aloud literature from various genres (e.g., fiction, poetry, drama);
- recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud literature;
- use pictures, symbols, and words to describe characters, objects, and actions and settings in read-aloud literature; and
- select fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using Literacy Starter fiction title:

- \*Page 44 – Activities for Selecting a Book Title
- \*Page 45 – Activities for Predicting
- \*Page 45 – Activities for describing character, setting, plot
- \*Page 46 – Activities for Sequencing
- \*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.
- \*Page 50 is a communication board for responding to books read.
- \*Use pictures in texts and graphics from Teacher Resource CD to identify characters (who), setting (where), and actions/ events (what) in the fiction stories.**
- \*Use word cards and graphics printed from CD, along with text & graphics in story to respond to stories read or listened to.**



- select a variety of fiction materials and genres based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

- connect topics and function as a member of a shared culture.

## Non Fiction

**Standard:** The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

	The student will:
LA.910.2.2.1	- analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
LA.910.2.2.2	- use information from the text to answer questions or to state the main idea or provide relevant details;
LA.910.2.2.3	- organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
LA.910.2.2.4	- identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
LA.910.2.2.5	- select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary);

#### **Supported:**

The student will:

- identify information in text features (e.g., title, illustrations and graphics, table of contents, headings, various text styles, simple charts and maps, glossary);

#### **Participatory:**

The student will:

- recognize persons, objects, and actions in read-aloud informational text;
- respond purposefully to pictures or symbols paired with words used to guide classroom and school activities;

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using Literacy Starter fiction title:

\*Page 44 – Activities for Selecting a Book Title

\*Page 45 – Activities for Predicting

- use information from nonfiction text to identify the main idea and supporting details;
- organize information to show understanding (e.g., using graphic organizers, and guided retelling, summarizing);
- identify basic characteristics of variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams); and
- select a variety of nonfiction materials to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

- use information from read-aloud nonfiction text to identify the main idea and supporting details;
- organize information to show understanding (e.g., using simple graphic organizers, guided retelling);
- identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries, magazines, newspapers, instructions); and
- select a variety of nonfiction materials to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

- recognize pictures or symbols paired with words depicting a sequence in familiar activities; and
- select nonfiction materials to expand the core foundation of knowledge necessary to function as a member of a shared culture.

\*Page 45 – Activities for describing character, setting, plot

\*Page 46 – Activities for Sequencing

\*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.

\*Page 50 is a communication board for responding to books read.

**\*Use pictures in texts and graphics from CD to identify characters (who), setting (where), and actions/events (what) in the fiction stories.**

**\*Use word cards and graphics printed from CD, along with text & graphics in story to respond to stories read or listened to.**

## Grade 11-12: Reading Process

### Fluency

**Standard:** The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

	The student will:
LA.1112.1.5.1	- adjust reading rate based on purpose, text difficulty, form, and style.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- read text with accuracy and adjust reading rate based on purpose (e.g., for pleasure, information, task completion) and difficulty.

#### **Supported:**

The student will:

- read text with accuracy and adjust reading rate based on difficulty.

#### **Participatory:**

The student will:

- accurately and consistently identify pictures or symbols paired with words in stories and in real-world activities; and
- identify pictures or symbols paired with words to indicate the next step in a familiar real-world activities.

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using any Literacy Starter title:  
 p. 23-24 Word Cards  
 p. 25-26 Building Vocabulary  
 p. 43 Building Vocabulary

### Vocabulary Development

**Standard:** The student uses multiple strategies to develop grade appropriate vocabulary.

	The student will:
LA.1112.1.6.1	- use new vocabulary that is introduced and taught directly;
LA.1112.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;
LA.1112.1.6.3	- use context clues to determine meanings of unfamiliar words;
LA.1112.1.6.4	- categorize key vocabulary and identify salient features;
LA.1112.1.6.5	- relate new vocabulary to familiar words;
LA.1112.1.6.6	- distinguish denotative and connotative meanings of words;

LA.1112.1.6.7	- identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
LA.1112.1.6.8	- identify advanced word/phrase relationships and their meanings;
LA.1112.1.6.9	- determine the correct meaning of words with multiple meanings in context;
LA.1112.1.6.10	- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
LA.1112.1.6.11	- identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic).

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss a variety of text;
- use context clues and graphics to determine meaning of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;
- use phonics skills to decode unknown words;
- recognize and use prefixes, suffixes, and root words;
- identify word relationships (e.g., common analogies);
- determine the meaning of a word with multiple meanings (e.g., homographs) in text; and
- determine the meaning of unknown words using a dictionary and digital tools.

#### **Supported:**

The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss a variety of text;
- use context clues and graphics to determine meaning of unknown words;
- categorize key vocabulary;
- relate new vocabulary to familiar words;
- use phonics skills to decode unknown words;
- recognize and use common prefixes, suffixes, and root words;
- determine the meaning of a word with multiple meanings (e.g., homographs) in text; and
- determine the meaning of unknown words using a dictionary and digital tools.

#### **Participatory:**

The student will:

- identify new vocabulary that is introduced and taught directly;
- listen and respond to stories and informational text;
- identify persons, objects, and actions by name or characteristic;
- select and respond to objects, pictures, or symbols paired with words in the context of familiar real-world situations; and
- seek assistance to clarify the meaning of vocabulary.

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using any Literacy Starter title:

- \*Page 44 – Activities for Selecting a Book Title
- \*Page 45 – Activities for Predicting
- \*Page 45 – Activities for describing character, setting, plot
- \*Page 46 – Activities for Sequencing
- \*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.**
- \*Page 50 is a communication board for responding to books read.**

## Reading Comprehension

**Standard:** The student uses a variety of strategies to comprehend grade level text.

	The student will:
LA.1112.1.7.1	- use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.1112.1.7.2	- analyze the author’s purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
LA.1112.1.7.3	- determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.1112.1.7.4	- identify cause-and-effect relationships in text;
LA.1112.1.7.5	- analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.1112.1.7.6	- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.1112.1.7.7	- compare and contrast elements in multiple texts; and
LA.1112.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

### Access Points for Students with Significant Cognitive Disabilities

#### **Independent:**

The student will:

- use background knowledge of the subject, guided previewing strategies (e.g., previewing, discussing, generating questions), graphic representations, and text features to make and confirm predictions of content and purpose of reading selections;

#### **Supported:**

The student will:

- use background knowledge of the subject, graphic representations, and text features (e.g., title, graphics, table of contents, headings, text styles, simple charts, maps, glossary) to make and confirm predictions of content and purpose of reading selections;

#### **Participatory:**

The student will:

- identify persons, objects, settings, and events in read-aloud narrative and informational text;
- respond purposefully to pictures or symbols paired with words in school and real-world situations;
- recognize topic and details in readaloud stories and informational text used in daily activities in school and real-world situations;

#### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using Literacy Starter fiction title:

\*Page 44 – Activities for Selecting a Book Title

\*Page 45 – Activities for Predicting

\*Page 45 – Activities for describing character, setting, plot

\*Page 46 – Activities for Sequencing

- identify how the author’s purpose (e.g., inform, entertain, persuade) and point of view are used in a variety of text and media (e.g., stories, letters, reports, periodicals, advertisements);
- determine the main idea or essential message in real-world text through retelling, guided summarizing, and identifying relevant details and facts;
- identify cause and effect relationships in stories and informational text;
- identify a variety of text structures (e.g., comparison/contrast, cause/effect relationships, chronological order, lists, question/answer) in real world text using strategies, including graphic organizers and structured note-making, and describe how they impact meaning in text;
- identify text with similar topics or themes by different authors;
- identify similarities and differences in characters, actions, settings, or problems and details in two texts; and
- use strategies to repair comprehension of real-world text, including but not limited to rereading, checking context clues, predicting, structured note-making, using graphic organizers, questioning, and requesting assistance for clarification.

- identify the author’s purpose (e.g., inform, entertain, persuade) in a variety of text and media;
- determine the main idea or essential message in real-world text through guided retelling and identifying the topic and supporting details;
- identify explicit cause/effect relationships in stories and informational text;
- identify explicit text structures (e.g., lists, similarities and differences, sequence of events, cause/effect) in real-world text using strategies, including graphic organizers;
- identify stories with similar topics or themes by different authors;
- identify similarities and differences in characters, actions, or settings and details in two texts; and
- use strategies to repair comprehension of real-world text, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification.

- use pictures or symbols paired with words to achieve desired cause/effect outcomes in school and real-world situations; and
- use resources when necessary to clarify meaning of pictures, symbols, or words in school and real-world activities.

- \*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.
- \*Page 50 is a communication board for responding to books read.
- \*Use pictures in texts and graphics from Teacher Resource CD to identify characters (who), setting (where), and actions/events (what) in the fiction stories.**
- \*Use word cards and graphics printed from CD, along with text & graphics in story to respond to stories read or listened to.**

## Fiction

**Standard:** The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

	The student will:
LA.1112.2.1.1	- analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;
LA.1112.2.1.2	- analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
LA.1112.2.1.3	- analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
LA.1112.2.1.4	- analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
LA.1112.2.1.5	- analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;
LA.1112.2.1.6	- create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an author's development of time and sequence (e.g. through the use of complex literary devices such as foreshadowing and flashback);
LA.1112.2.1.7	- analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
LA.1112.2.1.8	- explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
LA.1112.2.1.9	- describe changes in the English language over time, and support these descriptions with examples from literary texts; and
LA.1112.2.1.10	- select a variety of age and ability appropriate fiction materials to read based on knowledge of authors' styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

## Access Points for Students with Significant Cognitive Disabilities

### **Independent:**

The student will:

- describe distinguishing features of various works of literature, including genre (e.g., short story, novel, biography, poetry, drama), word choice, and theme;
- identify elements (e.g., character development, setting, plot structure, theme, word choice) in a variety of literary works;
- explain how various literary devices (e.g., sound, figurative language, graphics) convey mood and meaning in poetry;
- identify universal themes found in works of literature;
- write a literary response that includes a description of the literary elements (e.g., character development, setting, plot structure, theme, word choice);
- write a reflection that describes how literary elements and the use of literary devices (e.g., sound, figurative language, graphics) in a selection connects to life experiences and impacts the reader based on support from the text, personal experiences, or other sources;
- describe the use of literary devices (e.g., point of view, figurative language, idioms) in a literature selection;

### **Supported:**

The student will:

- identify similarities and differences in characteristics of works of literature of various genres (e.g., fiction, poetry, and drama);
- identify characters, setting, problem/solution, and theme in literary works;
- identify literary devices (e.g., sound, descriptive language, line length, illustrations) used in poetry;
- identify a common theme in more than one literary work;
- write a literary response that identifies characters, setting, problem/solution, and theme;
- write a reflection that describes how the characters, setting, problem/solution, or theme and the use of descriptive language or illustrations in a selection connect to life experiences;
- identify common literary devices (e.g., point of view, figurative language, idioms) in stories;
- recognize the theme in historical literary works;
- recognize common examples of language that have been influenced by history and culture; and

### **Participatory:**

The student will:

- identify characters, objects, actions, and settings in read-aloud literature from various genres (e.g., fiction, poetry, drama);
- recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud literature;
- use pictures, symbols, and words to identify characters, objects, actions, and settings in read-aloud literature; and
- select fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using Literacy Starter fiction title:

- \*Page 44 – Activities for Selecting a Book Title
- \*Page 45 – Activities for Predicting
- \*Page 45 – Activities for describing character, setting, plot
- \*Page 46 – Activities for Sequencing
- \*Pages 52-56 are tools to help track books/stories read by students and their opinions of the books they read.
- \*Page 50 is a communication board for responding to books read.
- \*Use pictures in texts and graphics from CD to identify characters (who), setting (where), and actions/events (what) in the fiction stories.**
- \*Use word cards and graphics printed from CD, along with text & graphics in story to respond to stories read or listened to.**



- identify ideas and theme in historical literary works;
- identify common examples of language that have been influenced by history and culture; and
- select a variety of fiction materials and genres based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

- select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

## Non Fiction

**Standard:** The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

	The student will:
LA.1112.2.2.1	- analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
LA.1112.2.2.2	- use information from the text to answer questions or to state the main idea or provide relevant details;
LA.1112.2.2.3	- organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
LA.1112.2.2.4	- identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and
LA.1112.2.2.5	- select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

## Access Points for Students with Significant Cognitive Disabilities

### **Independent:**

The student will:

- locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary);
- use information from nonfiction text to identify the main idea and supporting details;
- organize information to show understanding (e.g., using graphic organizers, guided retelling, and summarizing);
- identify basic characteristics of variety of nonfiction text (e.g., reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams, job-related materials); and
- select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

### **Supported:**

The student will:

- identify information in text features (e.g., title, illustrations and graphics, table of contents, headings, various text styles, simple charts and maps, glossary);
- use information from read-aloud nonfiction text to identify the main idea and supporting details;
- organize information to show understanding (e.g., using simple graphic organizers, guided retelling);
- identify a variety of nonfiction text (e.g., easy-to-read reference materials, dictionaries, magazines, newspapers, instructions, manuals, job-related materials); and
- select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

### **Participatory:**

The student will:

- recognize persons, objects, and actions in read-aloud informational text;
- respond purposefully to pictures or symbols paired with words used to guide classroom, school, and real world activities;
- identify pictures or symbols paired with words depicting a sequence in familiar activities; and
- select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

### **ALIGNMENTS TO TEACHER MANUAL AND TEACHER RESOURCE CD**

Using Literacy Starter fiction title:

- \*Page 44 – Activities for Selecting a Book Title
- \*Page 45 – Activities for Predicting
- \*Page 45 – Activities for describing character, setting, plot
- \*Page 46 – Activities for Sequencing
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