

# Kindergarten

<b>LA.</b>	<b>K.</b>	<b>1.</b>	<b>1.</b>	<b>1</b>
<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

## Kindergarten: Reading Process

<b>Concepts of Print</b>		<b>Standard:</b> The student demonstrates knowledge of the concept of print and how it is organized and read.
	The student will:	
LA.K.1.1.1	- locate a printed word on a page;	
LA.K.1.1.2	- distinguish letters from words;	
LA.K.1.1.3	- identify the separate sounds in a spoken sentence;	
LA.K.1.1.4	- match print to speech;	
LA.K.1.1.5	- identify parts of a book (e.g., front cover, back cover, title page);	
LA.K.1.1.6	- move top to bottom and left to right on the printed page; and	
LA.K.1.1.7	- name all upper and lower case letters of the alphabet.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent.</i> The student will:	<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> <li>- locate a printed word on a page;</li> <li>- recognize that sentences are made of separate words;</li> <li>- identify familiar books by their covers;</li> <li>- hold books correctly and turn pages one at a time from front to back; and</li> <li>- name ten or more letters of the alphabet and identify whether a letter is upper or lower case.</li> </ul>	<ul style="list-style-type: none"> <li>- hold books correctly;</li> <li>- turn pages one at a time in a book;</li> <li>- locate print on a page or in the classroom environment; and</li> <li>- identify one letter in own first name.</li> </ul>	<ul style="list-style-type: none"> <li>- respond to a familiar person reading a book aloud; and</li> <li>- identify picture of self.</li> </ul>

<b>Phonological Awareness</b>		<b>Standard:</b> The student demonstrates phonological awareness.
	The student will:	
LA.K.1.2.1	- auditory segment sentences into the correct number of words;	
LA.K.1.2.2	- identify, blend, and segment syllables in words;	
LA.K.1.2.3	- recognize and produce words that rhyme; and	
LA.K.1.2.4	- identify, blend, and segment onset and rime.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent.</i> The student will:	<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> <li>- identify words and environmental sounds that are the same or different;</li> <li>- identify words that rhyme;</li> <li>- segment auditory sentences into individual words; and</li> <li>- orally blend and segment compound words with picture prompts.</li> </ul>	<ul style="list-style-type: none"> <li>- identify environmental sounds that are the same; and</li> <li>- imitate rhyming words and rhythm in songs and poems.</li> </ul>	<ul style="list-style-type: none"> <li>- respond to rhythm in familiar songs and rhymes; and</li> <li>- respond to environmental sounds.</li> </ul>

<b>Phonemic Awareness</b>		<b>Standard:</b> The student demonstrates phonemic awareness.	
	The student will:		
LA.K.1.3.1	- identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., “sat”);		
LA.K.1.3.2	- blend and segment individual phonemes in simple, one-syllable words; and		
LA.K.1.3.3	- manipulate individual phonemes in CVC words through addition, deletion, and substitution.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent:</i> The student will match familiar spoken words that start with the same sounds.		<i>Supported:</i> The student will distinguish whether environmental sounds are the same or different.	<i>Participatory:</i> The student will respond to own name or other familiar spoken words.

<b>Phonics/Word Analysis</b>		<b>Standard:</b> The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
	The student will:		
LA.K.1.4.1	- recognize and recall the one to one correspondence between most letters and sounds; and		
LA.K.1.4.2	- decode simple words in isolation and in context.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent:</i> The student will: - recognize that letters represent sounds; - identify own first and last name in print; and - identify informational logos or symbols in the environment.		<i>Supported:</i> The student will: - recognize that words are made of letters; - match own first name in print; and - identify pictorial logos or symbols in the environment.	<i>Participatory:</i> The student will: - respond to spoken words and environmental sounds used as prompts or cues; and - respond to spoken words, gestures/ signs, or referent objects in familiar stories, songs, rhymes, and routines.

<b>Vocabulary Development</b>		<b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary.	
	The student will:		
LA.K.1.6.1	- use new vocabulary that is introduced and taught directly;		
LA.K.1.6.2	- listen to and discuss both familiar and conceptually challenging text;		
LA.K.1.6.3	- describe common objects and events in both general and specific language;		
LA.K.1.6.4	- identify and sort common words into basic categories (e.g., colors, shapes, food);		
LA.K.1.6.5	- use language correctly to express spatial and temporal relationships (e.g., up/down, before/after); and		
LA.K.1.6.6	- relate new vocabulary to prior knowledge.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly;</li> <li>- listen to and talk about stories; and</li> <li>- identify and describe persons, objects, and actions in familiar activities.</li> </ul>		<ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly;</li> <li>- listen to and interact with familiar stories; and</li> <li>- identify persons and objects in familiar activities.</li> </ul>	<ul style="list-style-type: none"> <li>- respond to new vocabulary that is introduced and taught directly;</li> <li>- listen and respond to familiar stories; and</li> <li>- respond to a familiar person or object in routines.</li> </ul>

<b>Reading Comprehension</b>		<b>Standard:</b> The student uses a variety of strategies to comprehend grade level text.	
	The student will:		
LA.K.1.7.1	- make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);		
LA.K.1.7.2	- use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction;		
LA.K.1.7.3	- retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence; and		
LA.K.1.7.4	- identify the author’s purpose as stated in the text.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> <li>- make predictions about a story using text features (e.g., illustrations);</li> <li>- determine if pictures represent real or make believe;</li> <li>- identify characters, objects, and actions pictured in familiar read-aloud stories; and</li> <li>- identify the author’s purpose in read-aloud stories by answering literal yes/no questions.</li> </ul>		<ul style="list-style-type: none"> <li>- identify pictures in familiar read-aloud stories;</li> <li>- identify familiar characters or objects pictured in read-aloud stories; and</li> <li>- identify characters that relate to the author’s purpose in read-aloud stories.</li> </ul>	<ul style="list-style-type: none"> <li>- respond to familiar read-aloud stories;</li> <li>- attend to pictures or symbols used in routines; and</li> <li>- respond to a familiar person or object in routines.</li> </ul>

## Kindergarten: Literary Analysis

<b>Fiction</b>		<b>Standard:</b> 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.K.2.1.1	- identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables);		
LA.K.2.1.2	- retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting;		
LA.K.2.1.3	- identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and others rhyming selections;		
LA.K.2.1.4	- select materials to read for pleasure; and		
LA.K.2.1.5	- participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection) and text to world (social connection).		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> <li>- contribute to a discussion about a read-aloud story;</li> <li>- identify events and characters in familiar read-aloud literary forms;</li> <li>- identify rhythm and word patterns in read-aloud poetry and songs;</li> <li>- select materials to view or listen to for pleasure; and</li> <li>- contribute to a discussion about read-aloud stories, identifying a familiar character, object, or event.</li> </ul>		<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> <li>- recognize familiar literary forms (e.g., picture books, nursery rhymes);</li> <li>- recognize events and characters pictured in familiar read-aloud literary forms;</li> <li>- imitate rhythm in read-aloud poetry and songs;</li> <li>- select materials to view or listen to for pleasure; and</li> <li>- listen to and interact with familiar read-aloud stories, identifying pictures of characters, objects, or events.</li> </ul>	
		<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> <li>- attend to familiar literary forms (e.g., picture books, nursery rhymes);</li> <li>- respond to pictures or sounds of characters in familiar read-aloud stories;</li> <li>- respond to rhythm in read-aloud poetry or songs;</li> <li>- indicate a preference for familiar materials to view or listen to for pleasure; and</li> <li>- use non-verbal expression, gestures/signs, pictures, symbols, or words to respond to pictures or sounds of characters in familiar read-aloud stories.</li> </ul>	

<b>Nonfiction</b>		<b>Standard:</b> 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.K.2.2.1	- identify the purpose of nonfictional text;		
LA.K.2.2.2	- retell important facts from a text heard or read; and		
LA.K.2.2.3	- select nonfiction material to read for pleasure.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> <li>- identify pictures and symbols that provide information;</li> <li>- identify facts in familiar read-aloud informational text; and</li> <li>- select nonfiction materials to view or listen to for pleasure.</li> </ul>		<ul style="list-style-type: none"> <li>- identify pictures or objects that provide information;</li> <li>- recognize familiar read-aloud informational text; and</li> <li>- select nonfiction materials to view or listen to for pleasure.</li> </ul>	<ul style="list-style-type: none"> <li>- respond to familiar persons and routines; and</li> <li>- indicate preference for familiar nonfiction materials to view or listen to for pleasure.</li> </ul>

**Kindergarten: Writing Process** \_\_\_\_\_

<b>Prewriting</b>		<b>Standard:</b> The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.K.3.1.1	- connecting thoughts and oral language to generate ideas; and		
LA.K.3.1.2	- drawing a picture about ideas from stories read aloud or generated through class discussion.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent:</i> The student will prewrite by identifying familiar persons, objects, or events to generate ideas for pictures that tell a story.		<i>Supported:</i> The student will prewrite by selecting familiar persons or objects to generate ideas for a picture that tells a story.	<i>Participatory:</i> The student will associate wants and needs with a familiar person or object (e.g. indicate awareness of familiar person, objects, or routines).

<b>Drafting</b>		<b>Standard:</b> The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:		
LA.K.3.2.1	- drawing, telling, or writing about a familiar experience, topic or text; and		
LA.K.3.2.2	- creating a group draft, scripted by the teacher.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent:</i> The student will draft writing by: - creating a picture; and - dictating words or phrases that tell a story or describe the picture.		<i>Supported:</i> The student will draft writing by selecting or creating a picture that tells a story about familiar persons, objects, or events.	<i>Participatory:</i> The student will make an initial attempt to communicate wants and needs to a familiar person, with prompting, using body movement or nonverbal expression.

<b>Revising</b>		<b>Standard:</b> The student will revise and refine the draft for clarity and effectiveness.	
LA.K.3.3.1	The student will revise the draft by adding additional details to the draft and checking for logical thinking with prompting.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent:</i> The student will revise by: - reviewing the picture and dictation; - adding details to the picture or dictation with prompting; and - copying dictated words and phrases.		<i>Supported:</i> The student will revise by: - reviewing the picture; and - adding to the picture with prompting.	<i>Participatory:</i> The student will adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.

<b>Editing for Language Conventions</b>		<b>Standard:</b> The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:		
LA.K.3.4.1	- knowledge of letter/sound relationships to spell simple words;		
LA.K.3.4.2	- capital letters to begin “important words;” and		
LA.K.3.4.3	- end punctuation, including periods, question marks, and exclamation points.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent:</i> The student will edit for correct use of: - left to right progression; - sequencing of letters in words; and - capitalization of own first name.		<i>Supported:</i> The student will attempt to copy or write name on picture.	<i>Participatory:</i> The student will adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.

<b>Publishing</b>		<b>Standard:</b> The student will write a final product for the intended audience.	
LA.K.3.5.1	The student will produce, illustrate and share a finished piece of writing.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent:</i> The student will produce and share pictures with descriptions or stories.		<i>Supported:</i> The student will produce and share pictures that tell a story.	<i>Participatory:</i> The student will effectively communicate wants and needs, with prompting, to a familiar person.

## Kindergarten: Writing Applications

<b>Creative</b>		<b>Standard:</b> The student develops and demonstrates creative writing.	
	The student will:		
LA.K.4.1.1	- create narratives by drawing, dictating, and/or using emergent writing; and		
LA.K.4.1.2	- participate in writing simple stories, poems, rhymes, or song lyrics.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent:</i> The student will: <ul style="list-style-type: none"> <li>- create pictures with dictation that tell a story; and</li> <li>- contribute to group recitation of rhymes, songs, or chants with expression.</li> </ul>		<i>Supported:</i> The student will: <ul style="list-style-type: none"> <li>- create pictures that tell a story about familiar persons or objects; and</li> <li>- contribute to group recitation of familiar rhymes or songs.</li> </ul>	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> <li>- communicate recognition of familiar persons or objects; and</li> <li>- respond to rhythm in read-aloud poems, rhymes, or songs.</li> </ul>



<b>Informative</b>	<b>Standard:</b> The student develops and demonstrates informative writing that provides information related to real-world tasks.
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	The student will:
LA.K.4.2.1	- participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing;
LA.K.4.2.2	- participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps);
LA.K.4.2.3	- participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details;
LA.K.4.2.4	- communications with teacher as scribe, including friendly letters and thank-you notes; and
LA.K.4.2.5	- draw a simple map of the classroom.

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

<i>Independent:</i> The student will: - contribute to group recording of expository information (e.g., labels) by creating pictures and dictating words; and - contribute to group writing of functional text (e.g., thank you notes, messages, labels) by creating pictures and dictating.	<i>Supported:</i> The student will: - contribute to group recording of expository information by creating pictures; and - contribute to group writing of functional text (e.g., thank-you notes and labels) by selecting pictures and dictating.	<i>Participatory:</i> The student will: - communicate recognition of familiar persons or objects; and - attend to pictures or informational materials.
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<b>Persuasive</b>	<b>Standard:</b> The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.
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LA.K.4.3.1	The student will draw a picture and use it to explain why this item (food, pet, person) is their favorite.
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**Access Points for Students with Significant Cognitive Disabilities**

<i>Independent:</i> The student will choose a favorite item and tell about it.	<i>Supported:</i> The student will choose a favorite item and name the item.	<i>Participatory:</i> The student will communicate recognition of familiar persons or objects.
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## Kindergarten: Communication

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<b>Penmanship</b>		<b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.	
	The student will:		
LA.K.5.1.1	- print many uppercase and lowercase letters of the alphabet and recognize the difference between the two;		
LA.K.5.1.2	- write from left to right and top to bottom of page;		
LA.K.5.1.3	- recognize spacing between letters and words;		
LA.K.5.1.4	- print own first and last name; and		
LA.K.5.1.5	- understand the concept of writing and identifying numerals.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent.</i> The student will: <ul style="list-style-type: none"> <li>- copy own first name;</li> <li>- copy letters and words from left to right with a visual cue; and</li> <li>- copy with spacing between words.</li> </ul>	<i>Supported.</i> The student will make letter-like scribbles to attempt to write and express own name.	<i>Participatory.</i> The student will use body movement or nonverbal expression to communicate desires or preferences and respond to or express own name.	

<b>Listening and Speaking</b>		<b>Standard:</b> The student effectively applies listening and speaking strategies.	
	The student will:		
LA.K.5.2.1	- listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions);		
LA.K.5.2.2	- listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;		
LA.K.5.2.3	- repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns);		
LA.K.5.2.4	- recite short poems, rhymes, songs, and stories with repeated patterns;		
LA.K.5.2.5	- communicate effectively when relating experiences and retelling stories heard; and		
LA.K.5.2.6	- use complete sentences when speaking.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> <li>- listen for informative purposes (e.g., following prompts, directions);</li> <li>- listen to familiar read-alouds and answer literal yes/no questions about persons, objects, and actions in pictures;</li> <li>- repeat auditory sequences (e.g., words, rhythmic patterns);</li> <li>- recite short poems, rhymes, and songs;</li> <li>- communicate effectively when relating experiences; and</li> <li>- respond to familiar greetings and questions in complete sentences.</li> </ul>		<ul style="list-style-type: none"> <li>- listen for informative purposes (e.g., following oral prompts while performing tasks);</li> <li>- listen to familiar read-aloud stories and poems and identify objects or persons;</li> <li>- repeat rhythmic patterns;</li> <li>- repeat rhymes and songs;</li> <li>- communicate effectively when relating familiar experiences; and</li> <li>- respond to familiar greetings and questions with words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- listen for informative purposes (e.g., following prompts, cues);</li> <li>- respond to familiar read-aloud stories or poems;</li> <li>- communicate needs; and</li> <li>- respond to own name and familiar greetings.</li> </ul>

## Kindergarten: Information and Media Literacy

<b>Informational Text</b>		<b>Standard:</b> The student comprehends the wide array of informational text that is part of our day to day experiences.	
LA.K.6.1.1	The student will identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent.</i> The student will identify information in pictures and symbols.		<i>Supported.</i> The student will identify information in familiar pictures or objects.	<i>Participatory.</i> The student will respond to familiar persons or objects.

<b>Research Process</b>	<b>Standard:</b> The student uses a systematic process for the collection, processing, and presentation of information.
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	The student will:
LA.K.6.2.1	- ask questions and recognize the library media specialist or teacher as an information source;
LA.K.6.2.2	- use simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g., signs, billboards);
LA.K.6.2.3	- participate in creating a simple class report where the teacher is the scribe; and
LA.K.6.2.4	- recognize that authors, illustrators, and composers create informational sources.

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

<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> <li>- ask about a topic of interest and recognize the teacher as an information source;</li> <li>- use information from pictures and symbols to answer questions;</li> <li>- contribute information for a simple report where the teacher is the scribe; and</li> <li>- recognize that people who write books are called authors.</li> </ul>	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>- ask about a familiar person or object and recognize the teacher as an information source;</li> <li>- use information in familiar pictures or objects to answer questions;</li> <li>- contribute to a simple informational display where the teacher is the scribe; and</li> <li>- recognize that people (authors) write books.</li> </ul>	<p><i>Participatory.</i> The student will:</p> <ul style="list-style-type: none"> <li>- recognize and respond to familiar persons or objects;</li> <li>- communicate recognition of familiar persons or objects; and</li> <li>- attend to books or other print material.</li> </ul>
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<b>Media Literacy</b>	<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
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	The student will:
LA.K.6.3.1	- recognize print and nonprint media; and
LA.K.6.3.2	- state the main idea after viewing print media.

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

<p><i>Independent.</i> The student will answer literal yes/no questions about persons, objects, and actions after viewing familiar print media (e.g., pictures, books).</p>	<p><i>Supported:</i> The student will answer literal yes/no questions about persons after viewing familiar print media (e.g., pictures, books).</p>	<p><i>Participatory.</i> The student will respond to familiar print media (e.g., pictures, books).</p>
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<b>Technology</b>		<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
LA.K.6.4.1	The student will use technology (e.g., drawing tools, writing tools) resources to support learning.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent.</i> The student will use technology resources (e.g., interactive books, software, or hardware) to support learning.	<i>Supported:</i> The student will use a technology resource (e.g., interactive books, software, or hardware) to support learning.	<i>Participatory.</i> The student will respond to a technology resource.	