

READING STANDARDS: FOUNDATIONAL SKILLS - K

Print Concepts	Accommodations		Modifications
	One Year or Less Behind Peers	Two Years Behind Peers	Three Years or More Behind
	<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>KPC1A - Demonstrate understanding of the organization and basic features of print.</p> <p>KPC1Aa - Follow words from left to right, top to bottom, and page by page.</p> <p>KPC1Ab - Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>KPC1Ac - Understand that words are separated by spaces in print.</p> <p>KPC1Ad - Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>KPC1Ba - Point to the first word on each page.</p> <p>KPC1Bb - Pick out name from a field of four or five.</p> <p>KPC1Bc - Match upper-case letters with upper-case letters.</p>

PHONOLOGICAL AWARENESS	Accommodations		Modifications
	One Year or Less Behind Peers	Two Years Behind Peers	Three Years or More Behind
	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rhymes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the</p>	<p>KPA2Aa - Clap the syllables of a multiple syllabic word.</p> <p>KPA2Ab - Add the first letter to word families to make new words.</p> <p>KPA2Ac - Sort cards by the sounds written on them.</p> <p>KPA2Ad - Use jaw drop technique to count syllables.</p>	<p>KPA2Ba - Pay attention to an unfamiliar story.</p> <p>KPA2Bb - Match rhyming pictures and say rhymes.</p>

Research to Build and Present Knowledge

	One Year or Less Behind Peers	Two Years Behind Peers	Three Years or More Behind
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	6RBPK7Aa - With a partner, discuss the topic depicted from pre-arranged materials.	6RBPK7Ba - In a small group, examine two or three items from pre-arranged materials; Describe using a graphic organizer.	6RBPK7Ca - Complete an adapted guided worksheet with information from one book.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	6RBPK8Aa - With a partner, print information from five websites on an assigned topic; Highlight relevant information; Paraphrase the information.	6RBPK8Ba - Using highlighted information, paraphrase using a guided worksheet.	6RBPK8Ca - Given five sentences, pick three and write them in a logical sequence.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards	6RBPK9Aa - Record information using a graphic organizer. 6RBPK9Ab - Record information using a Venn diagram.	6RBPK9Ba - Transfer information from the text to a graphic organizer.	6RBPK9Ca - Given at least three examples of each theme or topic, glue them into a graphic organizer in the correct place.

or resolved over the course of the narrative.			
Production and Distribution of Writing	Accommodations		Modifications
	One Year or Less Behind Peers	Two Years Behind Peers	Three Years or More Behind
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	9PDW4Aa - Create a class news letter.	9PDW4Ba - Create a story to be publisher in a class news letter.	9PDW4Ca - Take pictures for or verbally give information to the class news letter.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	9PDW5Aa - Revise writing according to a peer review.	9PDW5Ba - Edit the class news letter.	9PDW5Ca - Label the pictures for the class news letter.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	9PDW6Aa - Publish the class news letter.	9PDW6Ba - Type a story and take one picture for a class news letter.	9PDW6C - Distribute the class news letter.