

Non-Negotiable	Essential Vocabulary
ELA – Purposeful Communication, Interaction with Text, Vocabulary Building, Writing, ELA Foundation Skills, Reading Strategies	ELA: communicate, read, write, answer, recall, text, publish Math: count, equal, less than, more than, add, subtract, sets, shapes Science: environment, motion, living, non-living Social Studies: rules, responsibilities, location, school, home, community, needs, wants
Math – Counting, Number Identification	
Science – Awareness of Personal Environments, Vocabulary	
Social Studies – Functional Behavior, Communication	
IEP / Transition Goals	Assessment and Data
Based on the needs of the individual student.	

ELA Common Core	Math Common Core	Science Essential Standards	Social Studies Essential Standards
<u>Communicate purposefully:</u> K.1. Participate in communicative exchanges: a. Participate in multiple exchanges with adult communication partners. b. Communicate directly with peers. K.2. Answer questions about key details from books read aloud by others or presented through other media. K.3. Ask for help when needed.	<u>Number names and counting Sequence:</u> K.1. Understand number words as representing a quantity. K.2. Understand the concept of “one” and “more”. K.3. Count forward using the 1-10 sequence. K.4. Write or use an alternative pencil to write numbers 0-10.	<u>Understand characteristics of environments:</u> EX.1.L.2.1 Identify one’s own environment when transitioning from place to place (e.g., school, home, outside).	<u>Understanding needs and wants:</u> EX.K.E.1.2 Communicate personal needs. <u>Understand basic economic concepts:</u> EX.1.E.1.3 Communicate how families have needs and wants. <u>Understand role of people in a Group:</u> EX.2.C&G.2.4 Understand simple community expectations (e.g.,

<p>1.1. Participate in communicative exchanges. a. Communicate directly with peers in multi-turn exchanges. b. Build on comments or topics initiated by adult communication partners in multi-turn exchanges.</p> <p>1.2. Answer questions about key details from books read aloud by others or presented through other media.</p> <p>1.3. Answer questions posed by adult communication partners.</p> <p><u>Communicate descriptively:</u></p> <p>K.4. Identify familiar people, places, things, and events. K.5. Select or create pictures, drawings, or other visual or tactual displays that represent familiar people, places, things, or events. K.6. Communicate thoughts, feelings, and ideas.</p> <p>1.4. Identify words that describe familiar people, places, things, and events. 1.5. Select or create pictures, drawings, or other visual or tactual displays that represent ideas, thoughts, or feelings. 1.6. Provide more information regarding thoughts, feelings, and ideas when appropriate.</p>	<p><u>Continue to learn counting sequence and understand the magnitude of the number:</u></p> <p>1.1. Count forward using the 1-20 sequence. 1.2. Write or use an alternative pencil to write numbers 0-20. 1.3. Illustrate whole numbers to 20 using objects, representations and numbers. 1.4. Use number word (0-20) of last object counted in a set, to name the total number of objects in the set when asked, "How many?" (cardinality) 1.5. Use zero to indicate no objects when asked, "How many?" 1.6. Compare objects, representations and numbers (1-20) using words "more" and "less". 1.7. Use a set of objects and separate set into smaller sets (number partners). 1.8. Understand a set has smaller quantities within the whole set (inclusion). 1.9. Illustrate the relationship between subsets and the whole (part-part-whole) using objects.</p>		<p>communicate in a quiet way in the store, throw trash in a trash can, stay in your seat when riding a bus and/or car).</p>
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<p><u>Comprehend and interact:</u></p> <p>2.1. Participate in communicative exchanges:</p> <ul style="list-style-type: none"> a. Communicate directly with peers in multi-turn exchanges. b. Build on comments or topics initiated by adult or peer communication partners in multi-turn exchanges. c. Indicate confusion or a lack of understanding (e.g., point to symbol “I’m confused”). <p>2.2. Identify words that describe key ideas or details from written texts read aloud or information presented orally or through media.</p> <p>2.3. Answer questions posed by adult or peer communication partners.</p> <p><u>Communicate knowledge:</u></p> <p>2.4. Identify a familiar experience and one or more facts or details related to it.</p> <p>2.5. Select or create images, photographs or other visual/tactual displays to represent experiences, thoughts, or feelings.</p> <p>2.6. Combine 3 or more words when appropriate to task and situation in order to clarify</p>	<p><u>Understand place value in base ten:</u></p> <p>2.1. Count (0-30) by indicating one object at a time (one-to-one tagging) using one counting word for every object (synchrony), while keeping track of objects that have and have not been counted.</p> <p>2.2. Write or use an alternative pencil to write numbers 0-30.</p> <p>2.3. Use a number line (0-30) to determine the number before and after (1 more and 1 less).</p> <p>2.4. Use number word (0-30) of last object counted in a set, to name the total number of objects in the set when asked, “How many?” (Cardinality).</p> <p>2.5. Illustrate whole numbers to 30 using objects, representations and numbers.</p> <p>2.6. Compare sets of objects and numbers using appropriate vocabulary (more, less, equal, one more, one less, etc.).</p> <p>2.7. Determine how many more to ten.</p>		
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communication.

Communicating Conventionally:

1.1. Demonstrate understandings of standard English grammar usage when communicating.

b. Use common nouns.

c. Produce noun + verb or verb + noun combinations.

d. Use question words (interrogatives) (e.g., who, what, where, when, why, how).

2.1. Demonstrate understandings of standard English grammar and usage when communicating.

c. Use common nouns in singular and plural forms

d. Use personal pronouns.

e. Use common past tense verbs (e.g., went, ate, did, saw, was).

2.2. Apply knowledge of letter-sound relationships in spelling, by representing initial sounds in words.

Acquire and use vocabulary:

K.4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.

K.5. With guidance and support from adults, explore word relationships.

a. Sort common objects into

<p>categories to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of simple opposites</p> <p>K.6. Use words appropriately across context</p> <p>2.4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</p> <p>a. Choose from an array of familiar words to complete sentences read aloud by an adult.</p> <p>2.6. Use words and phrases acquired through interactions, being read to, and other forms of instruction.</p> <p><u>Recognize sounds in spoken words:</u></p> <p>K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize spoken rhyming words.</p> <p>b. Recognize the number of syllables in spoken words (e.g., clap or tap to indicate syllables spoken by an adult).</p> <p>c. Recognize single syllable spoken words with the same</p>			
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onset (beginning sound)

Use letter name and letter-sound knowledge:

K.3. Apply letter name and letter-sound knowledge when decoding words.

- a. Recognize own name in print.
- b. Recognize other written words that begin with the same letter as own name.
- c. Identify written words that start with the same letter.
- d. Recognize sound of first letter in own name.
- e. Recognize other words that begin with the same sound as own name.

1.3. With prompting and support, read words and apply letter-sound knowledge and read words.

- a. In context, identify 4 or more letter-sound associations.
- b. Identify written words that begin with single consonant phonemes produced by an adult.
- c. Identify written words associated with familiar pictures and symbols used to support routines, schedules and communication.

Engage actively with text:

<p>K.10. Actively engage in group reading activities for a clearly stated purpose (e.g., <i>Listen while I read so you can tell me your favorite part</i>).</p>			
<p><u>Understand story details:</u></p> <p>1.1. With prompting and support, ask and answer questions about key details in a story.</p> <p>1.2. With prompting and support, identify key details in a story.</p> <p>1.3. With prompting and support, identify characters in a story.</p> <p><u>Understand concept of print, words and letters:</u></p> <p>1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Distinguish an individual word within a sentence (e.g., When given a sentence can point to or otherwise indicate a single word when asked, “Show me just one word.”)</p> <p>b. Understand one-to-one correspondence between spoken word and written word (e.g., point to word one at a time while adult reads).</p> <p>c. Recognize and name all uppercase letters of the alphabet in context.</p>			

<p>d. Recognize and name all lowercase letters of the alphabet in context.</p> <p><u>Recognize sounds in spoken words:</u></p> <p>1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Match orally presented segmented phonemes (e.g., C-A-T) to pictures illustrating the corresponding word.</p> <p>b. Recognize single syllable words with the same ending sound.</p> <p><u>Engage independently with books:</u></p> <p>1.4. Engage in sustained independent study of books (e.g., carefully studies a book page one page at a time).</p> <p>a. Independently turn pages or navigate pages in a multi-media book, pausing long enough to consider both words and pictures.</p> <p>b. Sustain interest in a variety of reading materials reflecting a variety of text genre.</p>			
<p><u>Read words:</u></p> <p>2.1. Apply letter-sound and word analysis skills in decoding words.</p>			

<p>a. In context, identify 18 or more letter-sound associations. b. Identify the beginning sound of familiar words beginning with a single consonant sound. c. Recognize 10 or more written words.</p> <p><u>Revise and publish own writing:</u> 2.5. With guidance and support from adults, add more information to own written message to strengthen it. 2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>			
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UDL Suggestions

See google document: UDL Suggestions 2013-2014

Resources & Materials

See google document: Curriculum Resources

Information and Technology Essential Standards (ITES):

Sources of Information:
K.SI.1 Classify useful sources of information. **1.SI.1** Recall useful sources of information.

Informational Text:
K.IN.1, 1.IN.1 Understand the difference between text read for enjoyment and text read for information.

Technology as a Tool:

K.TT.1, 1.TT.1, 2.TT.1 Use technology tools and skills to reinforce classroom concepts and activities.

Safety and Ethical Issues:

K.SE.1 Remember safety and ethical issues related to the responsible use of information and technology resources.