

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

LANGUAGE ARTS

KINDERGARTEN

Date of Board Approval: October 20, 2011

CARLISLE AREA SCHOOL DISTRICT PLANNED INSTRUCTION COVER PAGE

Title of Course: Language Arts Subject Area: Language Arts Grade Level: Kindergarten
Course Length: (Semester/Year): Year Duration: 120 Minutes Frequency: Daily
Prerequisites: Not Applicable Credit: Not Applicable Level: Not Applicable

Course Description/Objectives: The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following areas: reading independently including: purposes for reading, word recognition skills, vocabulary development, comprehension and interpretation, and fluency; reading, analyzing and interpreting text including: text organization, fact and opinion, essential and non-essential information, inferences, text analysis and evaluation; reading, analyzing and interpreting text in fiction and non-fiction including: literacy genres, literacy elements and literary devices; types of writing including: narrative, information and persuasive; quality of writing including: focus, content, organization, style, editing and conventions; speaking and listening including: listening skills and discussion and speaking skills and presentation; characteristics and functions of the English language including: formal and informal language; and research including: inquiry-based processes, location of information and citing of sources, and organization and production of a final product.

Major Text(s)/Resources: Houghton Mifflin Reading: Legacy of Literacy, 2001

Curriculum Writing Committee:

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Unit: Introduction of Metacognitive Thinking Strategies		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.1.1 Identify different purposes for text.	<ul style="list-style-type: none"> Understand that proficient readers use metacognitive thinking strategies to comprehend text. Define author’s purpose as to: to inform, to entertain or to persuade. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.1.1 Identify different purposes for text.	<ul style="list-style-type: none"> Identify and define seven metacognitive thinking strategies: making connections, making inferences, synthesizing, visualizing, monitor understanding, summarizing and questioning. 		
1.1.2 Identify upper and lower case letters.	<ul style="list-style-type: none"> Identify and recite the 26 letters in the alphabet. Identify capital letters. Identify lower case letters. Know that all letters have a special shape, name and sound. 		
1.1.2 Associate the names of letters with their shapes and sounds.	<ul style="list-style-type: none"> Know that letters make words. Know that learning letters helps us learn to read. Identify the name and sound of each letter. 		
1.1.2 Associate the names of letters with their shapes and sounds.	<ul style="list-style-type: none"> Know that each letter has an uppercase and lower case form. Identify the name and sound of each letter. 		

Unit: Introduction of Metacognitive Thinking Strategies	Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments
1.2.2 Develop book/print awareness. 1.2.2 Track consistently and correctly when reading or following along.	<ul style="list-style-type: none"> • Know that pictures and text convey meaning. • Identify parts of the book: cover, title, illustrations, text. • Read left to right, top to bottom. • Use a finger to track print. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA
1.3.4 Recognize rhyming patterns and alliterations when text is read aloud.	<ul style="list-style-type: none"> • Know that words that sound alike and end with the same sound are called rhyming words. 	
1.3.4 Recognize rhyming patterns and alliterations when text is read aloud.	<ul style="list-style-type: none"> • Recognize and repeat rhyming patterns in nursery rhymes and poems. • Discriminate speech sounds as alike or different. 	
1.6.1 Initiate and respond appropriately to conversations and discussions.	<ul style="list-style-type: none"> • Identify good listening skills: sit still with hands in lap, look at the speaker, have quiet bodies, focus and listen to teacher. 	
1.6.2 Recite rhymes, songs, and familiar text.	<ul style="list-style-type: none"> • Repeat and recite fingerplays, rhymes, and songs daily. 	

Unit: Making Connections		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.1.2 Identify and produce a variety of patterned words.	<ul style="list-style-type: none"> Identify and make initial consonant sounds: s, m, r, p. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.1.4 Draw connections between story events, personal experiences and other books.	<ul style="list-style-type: none"> Know that stories can remind us of things that we know. Know that making connections to our own life helps us understand the story better. 		
1.1.4 Draw connections between story events, personal experiences and other books.	<ul style="list-style-type: none"> Know that pictures and text help convey meaning. 		
1.1.4 Draw connections between story events, personal experiences and other books.	<ul style="list-style-type: none"> Compare two stories in order to make text-to-text connections. Compare stories to personal events in order to make text-to-self connections. 		
1.1.4 Draw connections between story events, personal experiences and other books.	<ul style="list-style-type: none"> Compare stories with real life events in order to make text-to-world connections. 		

Unit: Making Connections		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.1.4 Draw connections between story events, personal experiences and other books.	<ul style="list-style-type: none"> Use pictures and text in order to make connections and comprehend text. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.1.5 Recognize common sight words with automaticity.	<ul style="list-style-type: none"> Read and write sight words with automaticity: a, see, me, is, red, orange, yellow. 		
1.2.1 Identify common features of text.	<ul style="list-style-type: none"> Know that stories have both pictures and text. 		
1.3.3 Describe the people, places and things in a story.	<ul style="list-style-type: none"> Write, illustrate or orally discuss the story read. 		
1.3.4 Recognize rhyming patterns and alliterations when text is read aloud.	<ul style="list-style-type: none"> Recognize rhyming patterns in nursery rhymes and poems and identify rhyming words. Repeat and recite poems and songs daily. 		

Unit: Making Inferences and Predictions		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.1.2 Identify and produce a variety of patterned words.	<ul style="list-style-type: none"> • Read and write word family words with short a. • Understand that words can be broken apart into different sounds. • Identify and make initial consonant sounds: b, n, t, m in CVC words. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.1.2 Segment and blend sounds into words.	<ul style="list-style-type: none"> • Know that when words are read, we blend sounds together. • Read and write word families. • Know that words are comprised of many different sounds. 		
1.1.2 Segment and blend sounds into words.	<ul style="list-style-type: none"> • Know that when words are read, sounds are blended. 		
1.1.5 Recognize common sight words with automaticity.	<ul style="list-style-type: none"> • Read and write sight words with automaticity: are, my, and, to, black, blue, brown, purple. 		
1.2.5 Make predictions about story content using prior knowledge, title, illustrations and story sequence.	<ul style="list-style-type: none"> • Use cover page including, title and illustration to make a prediction about the story's content. 		

Unit: Making Inferences and Predictions		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.2.5 Make predictions about story content using prior knowledge, title, illustrations and story sequence.	<ul style="list-style-type: none"> • Use clues in the story (both text and illustrations) to help make predictions. • Identify clues in the story that help you make predictions about the story. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.2.5 Make predictions about story content using prior knowledge, title, illustrations and story sequence.	<ul style="list-style-type: none"> • Define inference (or predicting) as making a good guess about what will happen or did happen in the story. • Use both text and illustrations to make predictions. 		
1.2.5 Make predictions about story content using prior knowledge, title, illustrations and story sequence.	<ul style="list-style-type: none"> • Understand that making inferences and predictions about the text helps readers understand the story. 		
1.2.5 Make predictions about story content using prior knowledge, title, illustrations and story sequence. 1.2.5 Explain whether or not predictions are confirmed.	<ul style="list-style-type: none"> • Draw and write predictions. • Explain whether or not a prediction is true. • Sort and classify words by initial sounds. 		
1.3.3 Respond to questions and/or initiate conversation about main characters, setting, events or plot of a story.	<ul style="list-style-type: none"> • Respond orally to pictures and text with relevant comments. 		

Unit: Making Inferences and Predictions		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.3.4 Recognize rhyming patterns and alliterations when text is read aloud.	<ul style="list-style-type: none"> Recognize, listen and repeat rhyming patterns in nursery rhymes and poems. Produce rhyming words. Identify and produce words that begin with the same sound. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.3.4 Recognize rhyming patterns and alliterations when text is read aloud.	<ul style="list-style-type: none"> Repeat and recite poems and songs. 		

Unit: Visualizing		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.1.2 Segment and bland sounds into words.	<ul style="list-style-type: none"> • Read and write word family words with short a. • Blend onset and rhyme sounds. • Segment words into individual phonemes. • Blend phonemes to make words. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.1.2 Segment and bland sounds into words.	<ul style="list-style-type: none"> • Know that letters make words. 		
1.1.3 Describe pictures in detail using sentences.	<ul style="list-style-type: none"> • Describe, explain, illustrate, and write about the picture visualized. 		
1.1.5 Recognize common sight words with automaticity.	<ul style="list-style-type: none"> • Read and write sight words with automaticity: the, go, we, he, can. • Identify and make initial consonant sounds: g, h, c. 		
1.3.4 Recognize rhyming patterns and alliterations when text is read aloud.	<ul style="list-style-type: none"> • Recognize, listen and repeat rhyming patterns in nursery rhymes and poems. • Know that letters and sounds go together to make rhyming word families. 		

Unit: Visualizing		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.3.4 Recognize rhyming patterns and alliterations when text is read aloud.	<ul style="list-style-type: none"> Repeat and recite poems and songs daily. Produce rhyming words. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.3.4 Recognize rhyming patterns and alliterations when text is read aloud.	<ul style="list-style-type: none"> Know that words that sound alike or end with the same sound are called rhyming words. Know that when words are read, we blend sounds together. 		
1.3.4 Recognize rhyming patterns and alliterations when text is read aloud.	<ul style="list-style-type: none"> Know that words are comprised of many different sounds. Sort and classify words by initial sounds. 		
No applicable standard	<ul style="list-style-type: none"> Define visualizing as creating a picture in your head about a story. Understand that visualizing the text helps readers understand the story. 		

Unit: Questioning		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.1.2 Segment and blend sounds into words.	<ul style="list-style-type: none"> • Read and write word short i family words with “it”, “in”, and “ig”. • Blend two and three phonemes together. • Decode and encode consonant phonemes. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.1.5 Recognize common sight words with automaticity.	<ul style="list-style-type: none"> • Read and write sight words with automaticity: play, here, like, look, it, in, big. • Identify and isolate initial consonant sounds: j, q, d, l in CVC words. 		
1.3.3 Respond to questions and/or initiate conversation about main characters, setting, events or plot of a story.	<ul style="list-style-type: none"> • Understand that good readers ask questions to understand the story. 		
1.3.3 Respond to questions and/or initiate conversation about main characters, setting, events or plot of a story.	<ul style="list-style-type: none"> • Identify relevant questions about the story or book using question words. • Identify question words: who, what, where, when, why and how. • Respond to questions. 		
1.6.2 Recite rhymes, songs, and familiar text.	<ul style="list-style-type: none"> • Repeat and recite poems and songs daily. 		

Unit: Monitor Understanding		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
<p>1.1.2 Segment and blend sounds into words. 1.1.2 Identify and produce a variety of patterned words.</p>	<ul style="list-style-type: none"> Identify and make initial consonant sounds: v, f, k. Identify and isolate final consonant sound. Read and make word family words: “ot” and “ox”. 	<p>Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA</p>	
<p>1.1.2 Segment and blend sounds into words. 1.1.2 Identify and produce a variety of patterned words.</p>	<ul style="list-style-type: none"> Identify and make digraph sounds: sh, ch, th. 		
<p>1.1.2 Segment and blend sounds into words.</p>	<ul style="list-style-type: none"> Blend two and three phonemes together. Segment words into individual phonemes. 		
<p>1.1.2 Segment and blend sounds into words.</p>	<ul style="list-style-type: none"> Know that when we read words, we blend sounds together. Know that words can be broken apart into different sounds. Know that letters make words. 		
<p>1.1.4 Recognize rhyming patterns and alliterations when text is read aloud.</p>	<ul style="list-style-type: none"> Repeat and recite poems and songs. Know that letters and sounds can make rhyming words. 		

Unit: Monitor Understanding		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.1.4 Restate main ideas and important details from a story. 1.2.5 Make predictions about story content using prior knowledge, title, illustrations and story sequence.	<ul style="list-style-type: none"> Restate main idea and details from story. Use illustrations and text to identify clues in the story. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.1.4 Restate main ideas and important details from a story. 1.2.5 Make predictions about story content using prior knowledge, title, illustrations and story sequence.	<ul style="list-style-type: none"> While reading, stop and monitor understanding. Discuss what you understand about the text with others. 		
1.1.5 Recognize common sight words with automaticity.	<ul style="list-style-type: none"> Read and write sight words with automaticity: have, for, you, she. 		
No applicable standard	<ul style="list-style-type: none"> Understand that good readers monitor their understanding throughout the story. 		

Unit: Summarizing		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.1.2 Identify and produce a variety of patterned words.	<ul style="list-style-type: none"> • Read and make initial and final consonant sounds: w, x, y, z in CVC words. • Read and make word family words: “ut” and “ug”. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.1.2 Segment and blend sounds into words.	<ul style="list-style-type: none"> • Substitute and delete sounds to form new words. • Blend two and three phonemes together. 		
1.1.2 Segment and blend sounds into words.	<ul style="list-style-type: none"> • Segment words into individual phonemes. • Decode and encode consonant phonemes. 		
1.1.4 Retell and summarize a story.	<ul style="list-style-type: none"> • Define summarizing as telling about the most important parts of the book. • Understand that when summarizing a story, we tell only the most important parts. 		
1.1.4 Retell and summarize a story.	<ul style="list-style-type: none"> • Explain the difference between summarizing and retelling the story. • Summarize the story using story elements. 		

Unit: Summarizing		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.1.4 Retell and summarize a story.	<ul style="list-style-type: none"> • Understand that retelling means telling the complete story in sequence. • Retell the complete story with detail and sequence. • Illustrate and kid write the most important parts of the story. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.1.5 Recognize common sight words with automaticity.	<ul style="list-style-type: none"> • Read and write sight words with automaticity: said, not, jump, make. 		
1.2.1 Compare and contrast character. 1.2.1 Identify setting of a story. 1.2.1 Identify problem and solution of a story.	<ul style="list-style-type: none"> • Identify story elements as: characters, setting, problem and solution. 		
1.3.4 Recognize rhyming patterns and alliterations when text is read aloud.	<ul style="list-style-type: none"> • Repeat and recite poems and songs daily. 		

Unit: Synthesizing		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.1.2 Identify and produce a variety of patterned words.	<ul style="list-style-type: none"> • Read consonant, vowel, consonant (CVC) words. • Read and make short e family words: et, en. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.1.2 Decode and encode words in context.	<ul style="list-style-type: none"> • Decode and encode consonant phonemes and short vowel sounds. 		
1.1.2 Segment and blend sounds into words.	<ul style="list-style-type: none"> • Break apart words into syllables. • Substitute and delete sounds to form new words. • Blend two and three phonemes together. 		
1.1.4 Recognize rhyming patterns and alliterations when text is read aloud.	<ul style="list-style-type: none"> • Repeat and recite poems and songs daily. 		
1.1.5 Recognize common sight words with automaticity.	<ul style="list-style-type: none"> • Read and write sight words with automaticity: away, down, up, come. 		

Unit: Synthesizing		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.2.1 Compare new and familiar books and stories.	<ul style="list-style-type: none"> • Compare and contrast two stories using story elements. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.3.2 Create own examples of poetry, fiction and nonfiction with teacher support.	<ul style="list-style-type: none"> • Kidwrite in response to an open-ended question. 		
No applicable standard	<ul style="list-style-type: none"> • Understand that proficient readers use all thinking strategies to understand text. • Define synthesizing as using many thinking strategies to understand the story more thoroughly. 		

Unit: Author's Purpose		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.1.1 Identify different purposes for text.	<ul style="list-style-type: none"> Know that books are written for different reasons: to entertain and to inform. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.1.1 Identify different purposes for text.	<ul style="list-style-type: none"> Identify reasons why an author wrote a particular book. Identify the difference between fiction and nonfiction books. 		
1.1.1 Identify different purposes for text.	<ul style="list-style-type: none"> Distinguish between real and make-believe in text. Sort stories or books into genre categories: nonfiction, fiction, fairy tale, poetry. 		
1.1.2 Segment and blend sounds into words.	<ul style="list-style-type: none"> Blend two and three phonemes together. Segment words into individual phonemes. Decode and encode consonant phonemes and short vowel sounds. 		
1.1.5 Recognize common sight words with automaticity.	<ul style="list-style-type: none"> Read CVC words. Read and write sight words with automaticity: find, funny, help, little, where. 		

Unit: Author's Purpose	Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments
1.3.3 Describe the people, places and things in a story.	<ul style="list-style-type: none"> Kid write an informational piece of text. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA

Unit: Research		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.5.2 Match illustration to writing.	<ul style="list-style-type: none"> • Draw and write about a topic. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.8.1 Ask questions on a variety of topics.	<ul style="list-style-type: none"> • List questions about a topic. 		
1.8.2 Locate information on identified topics with teacher guidance.	<ul style="list-style-type: none"> • Discuss resources where information can be found. • Use the internet and nonfiction books to search for information. 		
1.8.2 Locate information on identified topics with teacher guidance.	<ul style="list-style-type: none"> • Know that information about a topic can be acquired from several different resources. • Understand that nonfiction text helps us learn about a topic. 		

Unit: Writing		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.1.2 Identify upper and lower case letters.	<ul style="list-style-type: none"> • Write in capital and lower case letters. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.3.2 Create own examples of poetry, fiction and nonfiction with teacher support.	<ul style="list-style-type: none"> • Participate in kid-writing process. 		
1.5.2 Generate ideas and topics for writing. 1.5.2 Match illustration to writing.	<ul style="list-style-type: none"> • Draw pictures as part of the prewriting process. • Illustrate a sentence as part of the draft writing stage. 		
1.5.3 Write words or simple sentences in a logical order.	<ul style="list-style-type: none"> • Write or dictate sentences as part of the draft writing stage. 		
1.5.6 Use correct spacing with scaffolding.	<ul style="list-style-type: none"> • Write with proper spacing between letters and words. 		

Unit: Grammar		Subject Area: Reading	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
1.5.3 Write words or simple sentences in a logical order.	<ul style="list-style-type: none"> • Write a simple, complete sentence. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA	
1.5.5 Examine beginning writing for errors with adult assistance.	<ul style="list-style-type: none"> • Capitalize names of people. • Capitalize beginning letter of a sentence. • Capitalize the word “I”. 		
1.5.6 Include some punctuation with support.	<ul style="list-style-type: none"> • Recognize end punctuation: period, question mark and exclamation point. 		

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)