Next Generation Sunshine State Standards Access Points

TEACHTOWN®
Exceptional Solutions for Exceptional Students

I. Mathematics

Kindergarten……5

Grade 1……31

Grade 2……51

II. English Language Arts

Kindergarten……81

Grade 1……138

Grade 2……194

Domain: Counting and Cardinality
Cluster: Know number names and the count sequence
Standard: Count to 100 by ones and by tens.

Access Point	
Rote count up to 10.	
Essential Understandings	
Concrete	Representation
• Repeats a number after a teacher orally says the number.	• Sequentially identifies numbers presented out of sequence.
Access Points	
Rote count up to 31.	
Essential Understandings	
Concrete	Representation
• Repeat a number after a teacher orally says the number.	• Know numbers in order from 1 to 10. • Sequentially identify numbers presented out of sequence.

On Computer Lessons	Generalization Lessons
Numbers 1-8 Missing Numbers 1-5	Parking Spaces, Duck Duck, Five, Placemats, Timber, Number Lines, Marching Band Numbers, Number Collage, What's in the Hat? Egg Cartons, Balloon Toss, Beanbag Hoops, Number Jump, Sandwich Bags, Cake Walk, Chicka Numbers, Hopscotch, Dot-to-Dot, Egg Cartons

On-Computer Essential Elements
The student will write, select, or expressively identify written numerals 1-20, and multiples of ten 0-100 (e.g., 10, 20, 30…80, 90, 100). The student will fill in missing numbers in a known sequence.
Generalization Essential Elements
The student will match identical and non-identical numbers. The student will receptively and expressively identify numbers. The student will put numbers in sequential order, filling in missing numbers in known sequences.

Domain: Counting and Cardinality
Cluster: Know number names and the count sequence
Standard: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Access Point	
Rote count forward from a given number (instead of having to begin at 1).	
Essential Understandings	
Concrete	Representation
• Repeats the sequence of numbers in order after teacher model.	• Identify numbers on a number line. • Use a number line to continue counting in a sequence.

On Computer Lessons	Generalization Lessons
Numbers 1-8 Missing Numbers 1-5	Parking Spaces, Duck Duck, Five, Placemats, Timber, Number Lines, Marching Band Numbers, Number Collage, What's in the Hat? Egg Cartons, Balloon Toss, Beanbag Hoops, Number Jump, Sandwich Bags, Cake Walk, Chicka Numbers, Hopscotch, Dot-to-Dot, Egg Cartons

On-Computer Essential Elements
The student will write, select, or expressively identify written numerals 1-20, and multiples of ten 0-100 (e.g., 10, 20, 30…80, 90, 100). The student will fill in missing numbers in a known sequence.
Generalization Essential Elements
The student will match identical and non-identical numbers. The student will receptively and expressively identify numbers. The student will put numbers in sequential order, filling in missing numbers in known sequences.

Domain: Counting and Cardinality
Cluster: Know number names and the count sequence
Standard: Read and write numerals from 0 to 20 (with 9 representing a count of no objects).

Access Point	
Identify numerals 1-10	
Essential Understandings	
Concrete	Representation
• Repeat a number after a teacher orally says the number.	• Match and state the numerals 1-10.
Access Point	
Identify numerals 1-10 when presented with the name of the number.	
Essential Understandings	
Concrete	Representation
	• Identify the numeral after a teacher model.
Access Point	
Write or select the numerals 1-10.	
Essential Understandings	
Concrete	Representation
• Write or select a given number when provided with a set of objects.	• Identify the numeral after a teacher model.

On Computer Lessons	Generalization Lessons
Match Exact: Numbers 1-2 Numbers 1-8 Match: Number to Quantity 1-3	Parking Spaces, Duck Duck, Five, Placemats, Timber, Number Lines, Marching Band Numbers, Number Collage, What's in the Hat? Egg Cartons, Balloon Toss, Beanbag Hoops, Number Jump, Sandwich Bags, Cake Walk, Chicka Numbers, Hopscotch, Dot-to-Dot, Basketball, Breakfast Cook, Noodle Numbers

On-Computer Essential Elements
The student will match exact numbers. The student will write, select, or expressively identify written numerals 1-20, and multiples of ten 0-100 (e.g., 10, 20, 30…80, 90, 100). The student will count items in a line, rectangle, or scattered array.
Generalization Essential Elements
The student will match numbers. The student will receptively and expressively identify numbers. The student will put numbers in sequential order, filling in missing numbers in

known sequences. The student will match a written numeral to a quantity.

Domain: Counting and Cardinality
Cluster: Count to tell the number of objects.
Standard: Understand the relationship between numbers and quantities; connect counting to cardinality.

Access Point	
Identify the set that has more.	
Essential Understandings	
Concrete	Representation
• Understand the meaning of more, less, or equal (the same). • Understand that as counting increases, the quantities represented increase. • Count objects up to 5.	• Distinguish which quantity represents more than others. • Understand the concepts, symbols, and vocabulary for more.
Access Point	
Count up to 10 objects in a line, rectangle, or array.	
Essential Understandings	
Concrete	Representation
• Rote count to 10. • Use one-to-one correspondence • Understand that counting has cardinality in the numbers (last number named when counting tells the number of objects counted).	• Understand that the total number of objects is the same, regardless of their arrangement or the order in which they were counted.
Access Point	
Match the numeral to the number of objects in a set.	
Essential Understandings	
Concrete	Representation
• Rote count to 10. • Use one-to-one correspondence. • Understand that counting has cardinality in the numbers (last number named when counting tells the number of objects counted).	• Understand that the total number of objects is the same, regardless of their arrangement or the order in which they were counted. • Understand the concepts, symbols, and vocabulary for numerals.

On Computer Lessons	Generalization Lessons
Most or Fewest 1-3 Comparisons 1 Match: Number to Quantity 1-3	Sandwich Bags, Stacking, Pizza Toppings, Class Graphs, Rice Hunt, Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will identify the set of objects that has more or less. The student will identify the set of objects that has the most or fewest number of objects. The student will count items in a line, rectangle, or scattered array.
Generalization Essential Elements
The student will put numbers in sequential order, filling in missing numbers in known sequences. The student will match a written numeral to a quantity. The student will rote count, pairing one object with one numeral. The student will identify if a set has more or less.

Domain: Counting and Cardinality
Cluster: Count to tell the number of objects.
Standard: Count to answer "how many?" questions about as many as 20 things arranged in a line, rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Access Point	
Identify the number of objects in a line, rectangle, or array.	
Essential Understandings	
Concrete	Representation
• Recognize when items can be counted to answer questions compared to when items cannot be counted (the number of stars in the sky cannot be counted, how many students in the class can be counted).	• Recognize items in pictures that can and cannot be counted (e.g., sand on a beach, crayons on the table, stars in the sky, apples in a bowl).
Access Point	
Count up to 10 objects in a line, rectangle, or array.	
Essential Understandings	
Concrete	Representation
• Rote count to 10. • Use one-to-one correspondence • Understand that counting has cardinality in the numbers (last number named when counting tells the number of objects counted).	• Understand that the total number of objects is the same, regardless of their arrangement or the order in which they were counted.
Access Point	
Match the numeral to the number of objects in a set.	
Essential Understandings	
Concrete	Representation
• Rote count to 10. • Use one-to-one correspondence. • Understand that counting has cardinality in the numbers (last number named when counting tells the number of objects counted).	• Understand that the total number of objects is the same, regardless of their arrangement or the order in which they were counted. • Understand the concepts, symbols, and vocabulary for numerals.

On Computer Lessons	Generalization Lessons
Match: Number to Quantity 1-3	Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements

The student will count items in a line, rectangle or scattered array and match that quantity to a given number.
Generalization Essential Elements
The student will match a written numeral to a quantity. The student will rote count, pairing one object with one numeral. The student will identify if a set has more or less.

Domain: Counting and Cardinality
Cluster: Compare numbers.
Standard: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Access Point	
Compare two sets and identify the set that is greater than the other set, up to 10.	
Essential Understandings	
Concrete	Representation
• Use manipulatives to represent a set. • Use one-to-one correspondence.	• Understand the concept of greater than, bigger, larger. • Compare visuals (pictures, graphs).
Access Point	
Compare two sets and identify the set that is less than the other set, up to 10.	
Essential Understandings	
Concrete	Representation
• Use manipulatives to represent a set. • Use one-to-one correspondence.	• Understand the concept of greater than, bigger, larger. • Compare visuals (pictures, graphs).
Access Point	
Compare 2 sets and identify if the set is equal to the other set, up to 10.	
Essential Understandings	
Concrete	Representation
• Use manipulatives to represent a set. • Use one-to-one correspondence.	• Understand the concept of greater than, bigger, larger. • Compare visuals (pictures, graphs).

On Computer Lessons	Generalization Lessons
Most or Fewest 1-3 Comparisons 1	Sandwich Bags, Stacking, Pizza Toppings, Class Graphs, Rice Hunt

On-Computer Essential Elements
The student will identify the set of objects that has more or less. The student will identify the set of objects that has the most or fewest number of objects. The student will count items in a line, rectangle, or scattered array.
Generalization Essential Elements
The student will compare sets of objects to identify the set that has the most and least number of objects. The student will identify if the set has more or less than a comparable set. The student will identify if two sets are equal. The student will rote count, pairing one object to a numeral.

Domain: Counting and Cardinality
Cluster: Compare numbers.
Standard: Compare two numbers between 1 and 10 presented as written numerals.

Access Point	
Identify the smaller or larger number given two numbers between 0 and 10.	
Essential Understandings	
Concrete	Representation
• Match a group of objects to a provided number less than 10. • Compare two sets.	• Count from 1 to 10. • Identify numbers on a number line. • Understand the concepts, symbols, and vocabulary for smaller, larger.

On Computer Lessons	Generalization Lessons
Match: Number to Quantity 1-3 Missing Numbers 1-5	Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks, Egg Cartons

On-Computer Essential Elements
The student will count items in a line, rectangle or scattered array and match that quantity to a given number. The student will count within a known sequence.
Generalization Essential Elements
The student will put numbers in sequential order, filling in missing numbers in known sequences. The student will match a written numeral to a quantity. The student will count to a specified number (0-100). The student will compare two sets, identifying the set that has more or less.

Domain: Operations and Algebraic Thinking
Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Standard: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Access Point	
Model with objects or communicate which groups of objects model "add __" or "take away" within five objects.	
Essential Understandings	
Concrete	Representation
• Show addition with objects to an existing set. • Add "more" to a set. • "Take away" from a set. • Make a set with objects or drawings.	• Select a pictorial representation that has "add" or "take." • Understand the following concepts and vocabulary: take away, add, more, less, subtraction.

On Computer Lessons	Generalization Lessons
Addition 1-20 Subtraction 1-4	Ways to Twenty, Reward Tickets, Addition Bags, Addition Race, Addition Dice, Adding More, Equation Hunting, Take Away Plays

On-Computer Essential Elements
The student will add fluently within 20. The student will subtract fluently within 10.
Generalization Essential Elements
The student will add and subtract. The student will use manipulatives to add to and take away from a set.

Domain: Operations and Algebraic Thinking
Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Standard: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Access Point	
Solve one-step addition and subtraction word problems, and add and subtract within 10 using objects, drawings, or pictures.	
Essential Understandings	
Concrete	Representation
• Count up to 10 objects • Make a set of up to 10 objects • Join or separate objects and recount to get a total.	• Select a numeral to place under each representation in a modeled equation. • Select a pictorial representation of an array that matches the addition or subtraction problem. • Understand the following vocabulary: add, subtract.
Count two sets to find sums up to 10.	
Essential Understandings	
Concrete	Representation
• Count a set of up to 10 objects.	• Join two sets of objects and count the combined set to find the total within 10.
Solve word problems within 10.	
Essential Understandings	
Concrete	Representation
• Use manipulatives to model a story problem. • Use one-to-one correspondence.	• Use visual representation to model a story problem. • Understand the concepts and vocabulary of: take away, add, more, less, all together, etc. • Match action to vocabulary: take away, show action of taking away.

On Computer Lessons	Generalization Lessons
Match: Number to Quantity 1-3 Missing Numbers 1-5 Addition 1-20 Subtraction 1-4	Equation Hunting, Take Away Plays, Ways to Twenty, Reward Tickets, Addition Bags, Addition Race, Addition Dice, Adding More, Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks, Egg Cartons

On-Computer Essential Elements
The student will count items in a line, rectangle or scattered array and match that quantity to a given number. The student will count within a known sequence. The student will add fluently within 20. The student will subtract fluently within 10.
Generalization Essential Elements
The student will rote count. The student will use one-to-one corresponding, pairing one object with one numeral. The student will add on and take away from sets. The student will add and subtract.

Domain: Operations and Algebraic Thinking
Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Standard: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation

Access Point	
For any number from 1 to 4, find the number that makes 5 when added to the given number by using objects or drawings.	
Essential Understandings	
Concrete	Representation
• Use objects to complete a five frame. • Use one-to-one correspondence.	• Use a number line to count on from a given number to 5.
Access Point	
For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings.	
Essential Understandings	
Concrete	Representation
• Use objects to complete a five frame. • Use one-to-one correspondence.	• Use a number line to count on from a given number to 5.

On Computer Lessons	Generalization Lessons
Missing Numbers 1-5 Match Number-Quantity 1-3	Egg Cartons, Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will count items in a line, rectangle or scattered array and match that quantity to a given number. The student will count within a known sequence.
Generalization Essential Elements
The student will use one-to-one correspondence, pairing one object to a numeral. The student will count within a known sequence.

Domain: Operations and Algebraic Thinking
Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Standard: Fluently add and subtract within five.

Access Point	
Add to find sums within five.	
Essential Understandings	
Concrete	Representation
• Combine two sets of objects and recount.	• Select a visual representation of the addition problem using pictures.
Access Point	
Subtract to find difference within five.	
Essential Understandings	
Concrete	Representation
• Separate a set of objects into two groups and recount.	• Select a visual representation of the subtraction problem using pictures.

On Computer Lessons	Generalization Lessons
Addition 1-20 Subtraction 1-4	Ways to Twenty, Reward Tickets, Addition Bags, Addition Race, Addition Dice, Adding More, Equation Hunting, Take Away Plays

On-Computer Essential Elements
The student will fluently add within 20. The student will fluently subtract within 10.
Generalization Essential Elements
The student will add and subtract. The student will use manipulatives to add to and take away from a set.

Domain: Operations and Algebraic Thinking
Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Standard: Use addition and subtraction within 10 to solve word problems involving both addends unknown (e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem).

Access Point	
Use objects to solve word problems related to addition and subtraction that involve unknowns and quantities up to five.	
Essential Understandings	
Concrete	Representation
• Combine two sets of objects and recount.	• Select a visual representation of the addition problem using pictures.
Access Point	
Subtract to find difference within five.	
Essential Understandings	
Concrete	Representation
• Use one-to-one correspondence. • Use manipulatives to separate and put together up to 10 objects. • Count up to 10 objects.	• Recognize that the numbers in the problem relate to the objects being manipulated. • Match the numerical problem with its pictorial representation. • Understand the concept and vocabulary of addition, subtraction, combine, separate, etc.

On Computer Lessons	Generalization Lessons
Match: Number to Quantity 1-3 Addition 1-20 Subtraction 1-4	Ways to Twenty, Reward Tickets, Addition Bags, Addition Race, Addition Dice, Adding More, Equation Hunting, Take Away Plays, Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will fluently add within 20. The student will fluently subtract within 10. The student will count using one-to-one correspondence, pairing one object with one numeral.
Generalization Essential Elements
The student will add and subtract. The student will use manipulatives to add to and take away from a set.

Domain: Number and Operations in Base Ten
Cluster: Work with numbers 11-19 to gain foundations for place value.
Standard: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation; Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Access Point	
Identify the value of a base ten block and ones block to build representations of 11-15.	
Essential Understandings	
Concrete	Representation
• Create a set of 10 using objects. • Use one-to-one correspondence using objects. • Group 10 ones into a bundle of 10. • Count on from 10 to 19.	• Recognize a set of 10 as 10 without counting. • Identify visual representations of a 10 and ones. • Use a place value chart. • Identify a visual representation of a number using 10 and one blocks.

On Computer Lessons	Generalization Lessons
Match Number to Quantity 1-3	Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will count items in a line, rectangle or scattered array and match the quantity to a written numeral.
Generalization Essential Elements
The student will count items in a line, rectangle, or scattered array. The student will count using one-to-one correspondence, pairing each object with one and only one numeral. The student will count a specified number of objects from a group.

Domain: Measurement and Data
Cluster: Describe and compare measurable attributes.
Standard: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object

Access Point	
Describe objects in terms of measurable attributes (longer, shorter, heavier, lighter, etc.).	
Essential Understandings	
Concrete	Representation
• Use manipulatives to represent longer, shorter, heavier, lighter, etc.	• Understand the concept and vocabulary of longer, shorter, heavier, lighter, etc.

On Computer Lessons	Generalization Lessons
Concepts 1-6, Comparisons 1-3	Lets Make Comparisons, Glass Half Full, Outdoor Adventure, Comparison Box

On-Computer Essential Elements
The student will identify and compare measurable attributes (length, height, weight).
Generalization Essential Elements
The student will identify and compare measurable attributes of objects and people (length, height, weight).

Domain: Measurement and Data
Cluster: Describe and compare measurable attributes.
Standard: Directly compare two objects with a measurable attribute in common, to see which object has, "more of"/"less of" the attribute, and describe the difference.

Access Point	
Compare two objects with a measurable attribute in common to see which object has more/less of the attribute (length, height, weight).	
Essential Understandings	
Concrete	Representation
• Use connecting objects (e.g., cubes) to measure attributes of distance (length, height) by counting the number of objects needed to measure. • Use a scale to compare the weight of two objects.	• Select representation of more and less, short and long, heavy and light, tall and short.

On Computer Lessons	Generalization Lessons
Concepts 1-6, Comparisons 1-3	Lets Make Comparisons, Glass Half Full, Outdoor Adventure, Comparison Box

On-Computer Essential Elements
The student will identify and compare measurable attributes (length, height, weight, size).
Generalization Essential Elements
The student will identify and compare measurable attributes of objects and people (length, height, weight).

Domain: Measurement and Data
Cluster: Describe and compare measurable attributes.
Standard: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the same of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Access Point	
Estimate the length of an object as a whole number of lengths of another shorter object.	
Essential Understandings	
Concrete	Representation
• Use connecting objects (e.g., cubes) to measure attributes of distance (length, height) by counting the number of objects needed to measure. • Identify the beginning and end point that needs to be measured.	• Select representation of the measurement of an object. • Record the measurement of an object (i.e. using a picture or numbers.

On Computer Lessons	Generalization Lessons
	Glass Half Full, Comparison Box, Lets Make Comparisons, Outdoor Adventure

On-Computer Essential Elements
Generalization Essential Elements
The student will identify and compare measurable attributes of objects and people (length, height, weight).

Domain: Measurement and Data
Cluster: Classify objects and count the number of objects in each category.
Standard: Classify objects into given categories; count the number of objects in each category and sort the categories by count

Access Point	
Sort objects by characteristics (e.g., big/little, colors, shapes).	
Essential Understandings	
Concrete	Representation
• Use manipulatives to sort by various characteristics. • Match a sample of sorted items.	• Understand and use the concepts and vocabulary of distinguishable characteristics and sort.

On Computer Lessons	Generalization Lessons
Colors 1-3 Shapes 1-2 Concepts 5	Shape Hunt, Not Like the Others, Shape Actions, Dough Shapes, Shape Art, Cookie Cutters, Seal It, Shape Box, Making Pictures, Ice Cream Cones

On-Computer Essential Elements
The student will identify basic colors. The student will identify two-dimensional geometric shapes. The student will identify and compare measurable attributes (length, height, weight, size).
Generalization Essential Elements
The student will identify shapes and colors, and sort objects based on characteristics and attributes.

Domain: Geometry
Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
Standard: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, besides, in front of, behind, and next to.

Access Point	
Use spatial language (e.g., above, below) to describe two-dimensional shapes.	
Essential Understandings	
Concrete	Representation
• Demonstrate an understanding of the following terms: above, below, left, right, under, on top of.	• Given a picture of two objects, use positional words to describe their orientation.

On Computer Lessons	Generalization Lessons
Prepositions 1-2 Comparisons 1	Looking for Animals, Playing with Prepositions

On-Computer Essential Elements
The student will identify common prepositions.
Generalization Essential Elements
The student will identify and use common prepositions. The student will describe objects in the environment using spatial language.

Domain: Geometry
Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
Standard: Correctly name shapes regardless of their orientations or overall size.

Access Point	
Recognize two-dimensional shapes (e.g., circle, square, triangle, rectangle), regardless of orientation or size.	
Essential Understandings	
Concrete	Representation
• Match shapes that are the same in shape and size. • Identify shapes in their most common orientation (e.g., triangle, rectangle, square with horizontal bottom). • Demonstrate the understanding of classes of shapes by matching or categorizing shapes, that are the same shape but are different sizes (e.g., match circles even though they are different sizes).	• Understand that shapes have names and can be labeled. • Given a picture, name a two-dimensional shape.

On Computer Lessons	Generalization Lessons
Match: Non-Exact Shapes 1-2 MC: Color-Shape 1-5 Same and Different 1 Shapes 1-2	Shape Hunt, Not Like the Others, Shape Actions, Dough Shapes, Shape Art, Cookie Cutters, Seal It, Shape Box, Making Pictures, Ice Cream Cones

On-Computer Essential Elements
The student will match shapes. The student will identify two-dimensional geometric shapes regardless of orientation or size. The student will identify shape by color. The student will identify if two shapes are the same or different.
Generalization Essential Elements
The student will match shapes regardless of orientation or attributes. The student will identify, match, and sort shape by color.

Domain: Geometry
Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
Standard: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Access Point	
Identify shapes as two-dimensional (lying flat) or three-dimensional (solid).	
Essential Understandings	
Concrete	Representation
• Sort two-dimensional and three-dimensional shapes. • Understand that shapes have dimensions (feeling the sides of a solid, feeling flat shapes).	• Understand that concepts two-dimensional and three-dimensional. • Understand the vocabulary of dimension or related terms (e.g., flat, solid).

On Computer Lessons	Generalization Lessons
Shapes 1-2	Shape Hunt, Not Like the Others, Shape Actions, Dough Shapes, Shape Art, Cookie Cutters, Seal It, Shape Box, Making Pictures, Ice Cream Cones

On-Computer Essential Elements
The student will identify two-dimensional geometric shapes regardless of orientation or size.
Generalization Essential Elements
The student will identify two-dimensional geometric shapes regardless of orientation or size. The student will identify three-dimensional shapes in the environment.

Domain: Geometry
Cluster: Analyze, compare, create, and compose shapes.
Standard: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.

Access Point	
Recognize two-dimensional shapes in environment, regardless of orientation or size.	
Essential Understandings	
Concrete	Representation
• Locate shapes in their environment (trace doors, windows with their fingers).	• Using visual representations, find shapes in the environment. • Understand the concepts and vocabulary for shapes (e.g., sides, corners, square, circle, rectangle, triangle).
Access Point	
Use spatial language (e.g., above, below) to describe two-dimensional shapes.	
Essential Understandings	
Concrete	Representation
• Use manipulatives to demonstrate spatial language concepts.	• Use a visual representation to answer questions about spatial language to describe shapes (the triangle is above the square). • Understand the concepts and vocabulary for spatial language: above, below, besides, next to, etc.

On Computer Lessons	Generalization Lessons
Shapes 1-2 MC: Shapes 1-5 Prepositions 1-2	Shape Hunt, Not Like the Others, Shape Actions, Dough Shapes, Shape Art, Cookie Cutters, Seal It, Shape Box, Making Pictures, Ice Cream Cones, Looking for Animals, Playing with Prepositions

On-Computer Essential Elements
The student will identify two-dimensional geometric shapes regardless of orientation or size. The student will identify shapes by color. The student will identify and use common prepositions.
Generalization Essential Elements
The student will identify shapes in the environment. The student will identify shapes in the environment based on spatial locations. The student will identify and use prepositions.

Domain: Geometry
Cluster: Analyze, compare, create, and compose shapes.
Standard: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

Access Point	
Build three-dimensional shapes.	
Essential Understandings	
Concrete	Representation
• Identify two-dimensional shapes. • Given two two-dimensional concrete shapes, put them together to form a larger shape.	• Given a picture, identify a two-dimensional shape.

On Computer Lessons	Generalization Lessons
Shapes 1-2	Shape Hunt, Not Like the Others, Shape Actions, Dough Shapes, Shape Art, Cookie Cutters, Seal It, Shape Box, Making Pictures, Ice Cream Cones

On-Computer Essential Elements
The student will identify two-dimensional geometric shapes regardless of orientation or size.
Generalization Essential Elements
The student will identify two-dimensional shapes and three-dimensional shapes in the environment.

Domain: Geometry
Cluster: Analyze, compare, create, and compose shapes.
Standard: Compose shapes to form larger shapes.

Access Point	
Compose a larger shape from smaller shapes.	
Essential Understandings	
Concrete	Representation
• Identify two-dimensional shapes. • Given two two-dimensional concrete shapes, put them together to form a larger shape.	• Given a picture, identify a two-dimensional shape.

On Computer Lessons	Generalization Lessons
Shapes 1-2	Shape Hunt, Not Like the Others, Shape Actions, Dough Shapes, Shape Art, Cookie Cutters, Seal It, Shape Box, Making Pictures, Ice Cream Cones

On-Computer Essential Elements
The student will identify two-dimensional geometric shapes regardless of orientation or size.
Generalization Essential Elements
The student will identify two-dimensional shapes and three-dimensional shapes in the environment.

Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.
Standard: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Access Point	
Use base ten blocks to model simple addition or subtraction equations with 20 based upon a word problem.	
Essential Understandings	
Concrete	Representation
• Use manipulatives to model a story problem. • Use one-to-one correspondence.	• Use visual representation to model a story problem. • Understand the concepts, symbols, and vocabulary of: =, -, +, adding to, taking from, putting together, taking apart, and comparing. • Match symbol to word (e.g., + add). • Match an equation to a visual representation. • Identify the parts of an equation
Access Points	
Solve addition and subtraction word problems within 20.	
Essential Understandings	
Concrete	Representation
• Use manipulatives to model a story problem. • Use one-to-one correspondence.	• Use visual representation to model an addition or subtraction word problem. • Understand the concepts and vocabulary of: take away, add, more, less, all together, etc. • Match symbol to word (e.g., + add).
Access Points	
Solve one-step addition and subtraction word problems where the change or result is the unknown (4+__=7) or (4+3=__), within 20 using objects, drawings, or pictures.	
Essential Understandings	
Concrete	Representation
• Use manipulatives to model a story problem. • Use one-to-one correspondence.	• Understand the concepts, symbols, and vocabulary for unknown numbers. • Identify a visual representation of an equation with an unknown number.

	• Use a number line to solve one-step addition and subtraction problems.

On Computer Lessons	Generalization Lessons
Match: Number-Quantity 1-3 Addition 1-20 Subtraction 1-4	Ways to Twenty, Reward Tickets, Addition Bags, Addition Race, Addition Dice, Adding More, Equation Hunting, Take Away Plays, Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will add fluently within 20. The student will subtract fluently within 10.
Generalization Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will use manipulatives to add and subtract. The student will solve addition and subtraction equations with and without manipulatives.

Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.
Standard: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Access Point	
Solve word problems that include combining three quantities whose sum is less than 10 using objects or drawings.	
Essential Understandings	
Concrete	Representation
• Use manipulatives to model a story problem. • Use one-to-one correspondence.	• Use visual representation to model a story problem. • Understand the concepts and vocabulary of: take away, add, more, less, all together, etc.

On Computer Lessons	Generalization Lessons
Match Number-Quantity 1-3 Addition 1-20 Subtraction 1-4	Ways to Twenty, Reward Tickets, Addition Bags, Addition Race, Addition Dice, Adding More, Equation Hunting, Take Away Plays, Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will add fluently within 20. The student will subtract fluently within 10.
Generalization Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will use manipulatives to add and subtract. The student will solve addition and subtraction equations with and without manipulatives.

Domain: Operations and Algebraic Thinking
Cluster: Understand and apply properties of operations and the relationship between addition and subtraction
Standard: Apply properties of operations as strategies to add and subtract.

Access Point	
Recognize addition as communicative.	
Essential Understandings	
Concrete	Representation
• Identify a set of zero. • Complete an addition problem using manipulatives when one value is zero.	• Identify an equation demonstrating the additive identity. • Apply the additive identify property to solve an equation using counters or a number line. • Understand the concepts, symbols, and vocabulary: zero, addition, words that mean addition (e.g., altogether, plus, total, in all), additive identity.

On Computer Lessons	Generalization Lessons
Addition 1-20	Ways to Twenty, Reward Tickets, Addition Bags, Addition Race, Addition Dice, Adding More

On-Computer Essential Elements
The student will add fluently within 20.
Generalization Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will use manipulatives to add. The student will solve addition equations with and without manipulatives.

Domain: Operations and Algebraic Thinking
Cluster: Understand and apply properties of operations and the relationship between addition and subtraction
Standard: Understand subtraction as an unknown-addend problem.

Access Point	
Recognize subtraction as the inverse of addition.	
Essential Understandings	
Concrete	Representation
• Use manipulatives to solve subtraction situations up to 10. • Use one-to-one correspondence.	• Understand concepts and vocabulary for subtraction (e.g., take away, minus, what's left remaining).

On Computer Lessons	Generalization Lessons
Subtraction 1-4	Equation Hunting, Take Away Plays

On-Computer Essential Elements
The student will fluently subtract within 10.
Generalization Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will use manipulatives to subtract. The student will solve subtraction equations with and without manipulatives.

Domain: Operations and Algebraic Thinking
Cluster: Add and subtract within 20.
Standard: Relate counting to addition and subtraction.

Access Point	
Use counting on to find the sum of two addends.	
Essential Understandings	
Concrete	Representation
• Count a set of up to 10 objects.	• Join two sets of objects and counting the combined set to find the total within 10.
Access Point	
Count backwards to subtract to a specified number family less than 20.	
Essential Understandings	
Concrete	Representation
• Use one-to-one correspondence. • Use manipulatives to separate up to 20 objects. • Count up to 20 objects.	• Understand the concept and vocabulary of take away, decompose, separate, etc.

On Computer Lessons	Generalization Lessons
Match Number-Quantity 1-3 Addition 1-20 Subtraction 1-4	Ways to Twenty, Reward Tickets, Addition Bags, Addition Race, Addition Dice, Adding More, Equation Hunting, Take Away Plays, Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will add fluently within 20. The student will subtract fluently within 10.
Generalization Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will use manipulatives to add and subtract. The student will solve addition and subtraction equations with and without manipulatives.

Domain: Operations and Algebraic Thinking
Cluster: Work with addition and subtraction equations.
Standard: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false

Access Point	
Determine if equations are true or false, using whole number totals within 10.	
Essential Understandings	
Concrete	Representation
• Use manupulatives to represent addition problems. • Use manipulatives to demonstrate the concept of equal. • Use one-to-one correspondence.	• Place + and = in a visual representation. • Understand the concepts, symbols, and vocabulary of + and =.

On Computer Lessons	Generalization Lessons
Match Number-Quantity 1-3 Addition 1-20 Subtraction 1-4	Ways to Twenty, Reward Tickets, Addition Bags, Addition Race, Addition Dice, Adding More, Equation Hunting, Take Away Plays, Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will add fluently within 20. The student will subtract fluently within 10.
Generalization Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will use manipulatives to add and subtract. The student will solve addition and subtraction equations with and without manipulatives.

Domain: Operations and Algebraic Thinking
Cluster: Work with addition and subtraction equations.
Standard: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Access Point	
Find the unknown number in addition or subtraction equations using whole number totals within 10.	
Essential Understandings	
Concrete	Representation
• Use manupulatives to solve an equation. • Create an array of sets to solve equations.	• Identify or draw a pictorial representation of an array that matches the equation. • Understand the concepts, symbols, and vocabulary for addition and subtraction.

On Computer Lessons	Generalization Lessons
Match Number-Quantity 1-3 Addition 1-20 Subtraction 1-4	Ways to Twenty, Reward Tickets, Addition Bags, Addition Race, Addition Dice, Adding More, Equation Hunting, Take Away Plays, Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will add fluently within 20. The student will subtract fluently within 10.
Generalization Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will use manipulatives to add and subtract. The student will solve addition and subtraction equations with and without manipulatives.

Domain: Number and Operations in Base Ten
Cluster: Extend the counting sequence.
Standard: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Access Point	
Rote count up to 100.	
Essential Understandings	
Concrete	Representation
• Repeat a number after a teacher orally says the number.	• Sequentially order numbers presented out of sequence.

On Computer Lessons	Generalization Lessons
Numbers 1-3 Missing Numbers 1-5	Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks, Egg Cartons

On-Computer Essential Elements
The student will identify written numerals 1-20 and multiples of 10 (0-100). The student will fill in a missing number in a known sequence.
Generalization Essential Elements
The student will match identical, and non-identical numbers. The student will receptively and expressively identify numbers. The student will put numbers in sequential order, filling in missing numbers in known sequences.

Domain: Number and Operations in Base Ten
Cluster: Understand place value.
Standard: Understand that the two digits of a two-digit number represent amounts of tens and ones.

Access Point	
Build representations of numbers up to 31 by creating a group of 10s and some ones (e.g., 13= one ten and three ones).	
Essential Understandings	
Concrete	Representation
• Identify a bundle of 10. • Group 10 ones into a bundle of 10. • Use one-to-one correspondence. • Count up to 10.	• Recognize a set of 10 as 10 without counting. • Count on from 10 up to 19. • Use a place value chart. • Identify a visual representation of a number using 10 and one blocks.
Access Point	
Identify the value of the numbers in the tens and one place within a given number up to 31.	
Essential Understandings	
Concrete	Representation
• Identify a bundle of 10. • Group 10 ones into a bundle of 10. • Recognize in a two-digit number the left most digit represents the number of groups of tens and the right most digit represents the number of ones.	• Recognize a set of 10 as 10 without counting. • Count up to three bundles of 10 by counting orally by tens.

On Computer Lessons	Generalization Lessons
Numbers 1-3 Match Numbers-Quantity 1-3	Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will identify numbers 1-10. The student will show one-to-one correspondence by pairing a written numeral to the correct quantity.
Generalization Essential Elements
The student will identify sums that equal ten. The student will recognize bundles of ten by adding a zero to the ones place, creating a two-digit number.

Domain: Number and Operations in Base Ten
Cluster: Use place value understanding and properties of operations to add and subtract.
Standard: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Access Point	
Using base ten blocks, find 10 more or 10 less of a given two-digit number.	
Essential Understandings	
Concrete	Representation
• Use manipulatives (base ten blocks) to add and subtract 10. • Count forward by tens.	• Use a hundreds chart to add or subtract 10 from a given number. • Understand the concepts, symbols, and vocabulary of more or less.

On Computer Lessons	Generalization Lessons
Numbers 4-8	Parking Spaces, Duck Duck, Five, Placemats, Timber, Number Lines, Marching Band Numbers, Number Collage, What's in the Hat? Egg Cartons, Balloon Toss, Beanbag Hoops, Number Jump, Sandwich Bags, Cake Walk, Chicka Numbers, Hopscotch, Dot-to-Dot

On-Computer Essential Elements
The student will identify multiples of 10 (0-100).
Generalization Essential Elements
The student will identify sums that equal ten. The student will recognize bundles of ten by adding a zero to the ones place, creating a two-digit number.

Domain: Number and Operations in Base Ten
Cluster: Use place value understanding and properties of operations to add and subtract.
Standard: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90.

Access Point	
Using base ten blocks, subtract multiples of 10.	
Essential Understandings	
Concrete	Representation
• Use one-to-one correspondence using objects. • Use ones blocks in a subtraction situation. • Use ten blocks in a subtraction situation.	• Recognize a block of 10 as 10 without counting. • Identify visual representations of a ones and tens. • Use visual representation of ones and tens in subtraction situations.

On Computer Lessons	Generalization Lessons
Match Number-Quantity 1-3	Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will use one-to-one correspondence to count an array of objects.
Generalization Essential Elements
The student will recognize two-digit numbers and gain an understanding of the ones and tens place.

Domain: Measurement and Data
Cluster: Measure lengths indirectly and by iterating length units
Standard: Order three objects by length; compare the lengths of two objects indirectly by using a third object.

Access Point	
Order up to three objects based on a measurable attribute (height, weight, length).	
Essential Understandings	
Concrete	Representation
• Use connecting objects, e.g., cubes, to measure attributes of distance, length and height. • Use a scale to compare the weight of two objects.	• Scale representation of more and less, short and long, heavy and light, tall and short. • Apply understanding that if object 1 is longer/heavier than object 2 and object 2 is longer/heavier than object 3, than object 1 must be longer than object 3.
Access Point	
Order three objects by length; compare the lengths of two objects indirectly by using a third object.	
Essential Understandings	
Concrete	Representation
• Use a ruler to compare the lengths of two objects. • Use non-standard units of measure (paper clips, attribute blocks, etc.) to measure length.	• Select representation of more and less, short, shorter, shortest, long, longer, longest, tall, taller, tallest.

On Computer Lessons	Generalization Lessons
Concepts 1-6 Seriation 1-2	Putting Things In Order, Picture Rummy

On-Computer Essential Elements
The student will identify what comes first, next, or last in a three step sequence based on a measurable attribute. The student will identify measurable concepts (e.g., big, small, tall, short, etc.).
Generalization Essential Elements
The student will compare objects and people, and identify measurable attributes of an object or person based on measurable attributes.

Domain: Measurement and Data
Cluster: Measure lengths indirectly and by iterating length units
Standard: Understand how to use a ruler to measure length to the nearest inch.

Access Point	
Use a ruler to measure the length of an object with exact whole units.	
Essential Understandings	
Concrete	Representation
• Count up to __ objects. • Identify the beginning and end point that needs to be measured. • Recognize that an object can be measured by lining up multiple objects of the same size without gaps or overlaps.	• Select the numeric symbol that represents the number of units used to measure the length of an item.

On Computer Lessons	Generalization Lessons
Match Number to Quantity 1-3	Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will count using one-to-one correspondence and pair a written numeral to a quantity of objects.
Generalization Essential Elements
The student will count items in a line, rectangle, or scattered array. The student will count using one-to-one correspondence, pairing each object with one and only one numeral. The student will count a specified number of objects from a group.

Domain: Measurement and Data
Cluster: Tell and write time.
Standard: Tell and write time in hours and half-hours using analog and digital clocks.

Access Point	
Tell time in whole and half hours using a digital clock.	
Essential Understandings	
Concrete	Representation
• Sequence daily schedule using objects and/or pictures.	• Sequence numerals 1-12. • Sequence daily schedule.

On Computer Lessons	Generalization Lessons
Time 1-3	Television Guide, Its That Time Again, Its That Time Again

On-Computer Essential Elements
The student will tell time to the hour and half hour on digital and analog clocks.
Generalization Essential Elements
The student will tell time to the hour and half hour on digital and analog clocks. The student will identify daily events associated with specific times. The student will identify activities that are associated with the morning, afternoon, and evening.

Domain: Measurement and Data
Cluster: Tell and write time.
Standard: Identify and combine values of money in cents up to one dollar working with a single unit of currency.

Access Point	
Identify the value of pennies, nickels, dimes, and quarters.	
Essential Understandings	
Concrete	Representation
• Use manipulatives to identify pennies, nickels, dimes, and quarters. • Use manipulatives to identify the value of pennies, nickels, dimes, and quarters.	• Understand the concept, symbols, and vocabulary of penny, nickel, dime, and quarter. • Match the coin to its value.

On Computer Lessons	Generalization Lessons
Money 1-2	Matching Coins, Buying a Snack

On-Computer Essential Elements
The student will identify a penny, nickel, dime, and quarter and the value associated to each coin.
Generalization Essential Elements
The student will identify coins and the value associated to each coin. The student will count coins to identify a total amount.

Domain: Measurement and Data
Cluster: Represent and interpret data
Standard: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Access Point	
Analyze data by sorting into two categories; answer questions about the total number of data points and how many in each category.	
Essential Understandings	
Concrete	Representation
• Match an object or representation to the exact replica.	• Match a question with a set of data (e.g., match the question about counting bears to counting bears).
Access Point	
Using a picture graph, represent each object/person counted on the graph (1:1 correspondence) for two or more categories.	
Essential Understandings	
Concrete	Representation
• Identify the categories in a graph. • Count sets within a category. • Match to correct category (match to same).	• Identify number within each data set (e.g., bar graph representing five pencils). • Identify a picture or bar graph.
Access Point	
Compare the values of the two categories of data in terms of more or less.	
Essential Understandings	
Concrete	Representation
• Identify groups of objects in terms of more and less. • Match numbers from a graph to numbers on a number line.	• Identify and use the symbols <, >, and =.

On Computer Lessons	Generalization Lessons
Categories 1-7, Match Categories 1-3, Most or Fewest 1-3	Direction by Category, Category Tag, The Toy, Categories in Action, Category Spin, Found It! Sandwich Bags, Stacking, Pizza Toppings, Class Graphs, Rice Hunt

On-Computer Essential Elements
The student will sort and match items to the associated categories. The students will identify what set of objects contains most and least.
Generalization Essential Elements
The student will identify and sort items into categories. The student will identify most

and least.

Domain: Geometry
Cluster: Reason with shapes and their attributes
Standard: Distinguish between defining attributes (e.g. triangles are closed and three-sided) versus non-defining attributes (e.g. color, orientation, size); build and draw shapes to possess defining attributes.

Access Point	
Distinguish two-dimensional shapes based upon their defining attributes.	
Essential Understandings	
Concrete	Representation
• Identify the side of a two-dimensional shape. • Identify the corners of a two-dimensional shape. • Identify the number of sides or corners of two-dimensional shapes. • Count up to eight. • Compare sizes of shapes. • Name the shapes.	• Given pictures of two-dimensional shapes, count the number of sides. • Understand the following concepts and vocabulary: size, corners, points, and shape names.

On Computer Lessons	Generalization Lessons
Shapes 1-2 Comparisons 2	Shape Hunt, Not Like the Others, Shape Actions, Dough Shapes, Shape Art, Cookie Cutters, Seal It, Shape Box, Making Pictures, Ice Cream Cones

On-Computer Essential Elements
The student will identify two-dimensional geometric shapes. The student will compare shapes by size (big, little).
Generalization Essential Elements
The student will identify two-dimensional geometric shapes and three-dimensional shapes found in the environment. The student will compare shapes based on attributes.

Domain: Geometry
Cluster: Reason with shapes and their attributes
Standard: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, ad compose new shapes from the composite shape.

Access Point	
Draw or build two- and three-dimensional shapes.	
Essential Understandings	
Concrete	Representation
• Recognize a two-dimensional shape. • Use manipulatives to create shapes.	• Identify the attributes of basic shapes (e.g., a straight line, a corner, a curved line). • Draw two-dimensional and three-dimensional shapes.

On Computer Lessons	Generalization Lessons
Shapes 1-2	Shape Hunt, Not Like the Others, Shape Actions, Dough Shapes, Shape Art, Cookie Cutters, Seal It, Shape Box, Making Pictures, Ice Cream Cones

On-Computer Essential Elements
The student will identify two-dimensional geometric shapes.
Generalization Essential Elements
The student will expressively and receptively identify two-dimensional shapes. The student will create two-dimensional and three-dimensional shapes by drawing, coloring, cutting, or creating shapes from objects or dough.

Domain: Geometry
Cluster: Reason with shapes and their attributes
Standard: Partition circles and rectangles into two and four equal shares, describes the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.

Access Point	
Partition circles and rectangles into two and four equal parts.	
Essential Understandings	
Concrete	Representation
• Identify that when a shape is folded and its sides match up it has been partitioned into two or four equal parts. • Use manipulatives to partition shapes.	• Select pictures that have been partitioned into two or four equal parts.

On Computer Lessons	Generalization Lessons
Fractions 1-3	Graph It! Fraction Measuring, Splitting Snacks

On-Computer Essential Elements
The student will identify partitioned circles and rectangles.
Generalization Essential Elements
The student will identify partitioned circles and shapes.

Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.
Standard: Use addition and subtraction with 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Access Point	
Solve addition and subtraction word problems within 100 using objects, drawings, or pictures.	
Essential Understandings	
Concrete	Representation
• Use manipulatives to represent addition problems • Use one-to-one correspondence.	• Identify the need to add when presented with +. • Understand the concepts, symbols, and vocabulary of addition: +. • Use visual representation to model a story problem. • Understand the concepts and vocabulary of take away, add, more, less, all together, etc.
Access Point	
Use pictures, drawings, or objects to represent the steps of a problem.	
Essential Understandings	
Concrete	Representation
• Combine (+) and decompose (-) with concrete objects, use counting to get the answers. • Match the action of combing with vocabulary (e.g., in all; all together) or the action of decomposing with vocabulary (e.g., have left; take away; the difference) in a word problem.	• Draw or use a representation of a problem. • Add on or count back depending upon the words in the problem. • Understand the following concepts, symbols, and vocabulary: +, =, -. • Match symbol to word (e.g., + add).
Access Point	
Write or select an equation representing the problem and its solution.	
Essential Understandings	
Concrete	Representation
• Match the action of combing with vocabulary (e.g., in all: all together) or the action of decomposing with vocabulary (e.g., have left, take away) in a word problem. • Count up to ___ objects.	• Identify a representation of an array that matches the problem. • State what the numbers represent. • Understand the following concepts and vocabulary: adding to, take away, equation.

On Computer Lessons	Generalization Lessons
Match Number-Quantity 1-3 Addition 1-20 Subtraction 1-4	Ways to Twenty, Reward Tickets, Addition Bags, Addition Race, Addition Dice, Adding More, Equation Hunting, Take Away Plays, Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will add fluently within 20. The student will subtract fluently within 10.
Generalization Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will use manipulatives to add and subtract. The student will solve addition and subtraction equations with and without manipulatives.

Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.
Standard: Determine the unknown whole numbers in an equation relating four or more whole numbers.

Access Point	
Find the unknown number in an equation (+, -).	
Essential Understandings	
Concrete	**Representation**
• Identify the blank or symbol that represents a number. • Use manipulatives to solve an equation. • Create an array of sets to solve equations.	• Understand the concepts, symbols, and vocabulary for unknown symbols. • Identify or draw pictorial representation of an array that matches the equation.

On Computer Lessons	Generalization Lessons
Math Symbols	Bean Books

On-Computer Essential Elements
The student will identify the symbols used in mathematical equations.
Generalization Essential Elements
The student will identify the symbols use in mathematical equations. The student will count using one-to-one correspondence, pairing one object with one numeral. The student will solve addition and subtraction equations with and without manipulatives.

Domain: Operations and Algebraic Thinking
Cluster: Add and subtract within 20.
Standard: Fluently add and subtract within 20 using mental strategies.

Access Point	
Fluently add and subtract within 10.	
Essential Understandings	
Concrete	**Representation**
• Decrease response time to the cue of a one digit + one digit addition, • Add and subtract within 10 using manipulatives and/or number lines.	• Decrease response time to the cue of an addition or subtraction problem.

On Computer Lessons	Generalization Lessons
Addition 1-20 Subtraction 1-4	Addition Race, Adding More, Equation Hunting, Take Away Plays, Addition Bags, Ways to Twenty

On-Computer Essential Elements
The student will add fluently within 20. The student will subtract fluently within 10.
Generalization Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will solve addition and subtraction equations with and without manipulatives.

Domain: Operations and Algebraic Thinking
Cluster: Work with equal groups of objects to gain foundations for multiplication.
Standard: Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by twos; write an equation to express an even number as a sum of two equal addends.

Access Point	
Identify a group of fewer than 10 objects as odd or even.	
Essential Understandings	
Concrete	Representation
• Use manipulatives to show various odd and even numbers.	• Break a set of objects into two groups; equal is even, unequal is odd. Evolve to using pictures. • Understand the following concepts, symbols, and vocabulary: odd, even.

On Computer Lessons	Generalization Lessons

On-Computer Essential Elements
Generalization Essential Elements

Domain: Operations and Algebraic Thinking
Cluster: Work with equal groups of objects to gain foundations for multiplication.
Standard: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Access Point	
Find the total number inside an array with the number of objects in each column or rows not larger than four.	
Essential Understandings	
Concrete	**Representation**
• Use manipulatives to make arrays. • Use one-to-one correspondence.	• Use visual representations to find total.
Access Point	
Represent an array with numbers up to four rows and four columns.	
Essential Understandings	
Concrete	**Representation**
• Use one-to-one correspondence. • Make an array to the correct equation.	• Identify an array that matches the equation. • Use +, = symbols. • Select the equation that matches the array.

On Computer Lessons	Generalization Lessons
Match Number-Quantity 1-3	Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will count items in a line, rectangle or scattered array using one-to-one correspondence and match the quantity to a written numeral.
Generalization Essential Elements
The student will count items in a line, rectangle, or scattered array. The student will count using one-to-one correspondence, pairing each object with one and only one numeral. The student will count a specified number of objects from a group.

Domain: Number and Operations in Base Ten
Cluster: Understand place value
Standard: Understand that the three-digit number represents amounts of hundreds, tens, and ones; e.g. 706 equals 7 hundreds, 0 tens, and 6 ones.

Access Point	
With base ten blocks, build representations of three-digit numbers using hundreds, tens, and ones.	
Essential Understandings	
Concrete	Representation
• Identify a bundle of 10. • Identify a bundle of 100. • Group 10 ones into a bundle of 10. • Group 10 tens into a bundle of 100.	• Match numbers to bundle sets of hundreds, tens, and ones. • Understand the following concepts, symbols, and vocabulary: hundreds, tens, ones, place value. • Use a place value chart.

On Computer Lessons	Generalization Lessons

On-Computer Essential Elements
Generalization Essential Elements

Domain: Number and Operations in Base Ten
Cluster: Understand place value
Standard: Count within 1000; skip-count by 5s, 10s, and 100s.

Access Point	
Skip count by fives up to 100.	
Essential Understandings	
Concrete	Representation
• Use a 10 frame and counters to build a set and use more counters to get 10 or "complete the 10".	• Use counters or colored pencils on a hundreds board to mark the multiples of five.
Access Point	
Skip count by tens up to 100.	
Essential Understandings	
Concrete	Representation
• Rote count by ones.	• Identify the tens column on a hundreds chart. • Count forward starting at 10. • Recognize that the same pattern of counting from one to 10 occurs in the tens place when we skip count by 10.
Access Point	
Skip count by hundreds up to 1,000.	
Essential Understandings	
Concrete	Representation
• Rote count by ones.	• Recognize that the same pattern of counting from one to 10 occurs in the tens place when we skip count by 10.

On Computer Lessons	Generalization Lessons
Match Number-Quantity 1-3	Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will count items in a line, rectangle or scattered array using one-to-one correspondence and match the quantity to a written numeral.
Generalization Essential Elements
The student will count using forward and backward. The student will skip count by ones, twos, fives, and tens.

Domain: Number and Operations in Base Ten
Cluster: Understand place value
Standard: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Access Point	
Identify numerals 0-100.	
Essential Understandings	
Concrete	Representation
• Match numerals to one another (tactile, sensory numbers, etc.)	• Identify the numeral after a teacher model. • Read written numbers orally in and out of sequence.
Access Point	
Identify the numeral between 0 and 100 when presented with the name.	
Essential Understandings	
Concrete	Representation
• Match the numeral to one another (tactile, sensory numbers, etc.) and repeat the name.	• Identify the numeral after a teacher model. • Read written numbers orally in and out of sequence.
Access Point	
Write or select the numerals 0-100.	
Essential Understandings	
Concrete	Representation
• Write or select a given number when provided with a set of objects that matches the number.	• Identify the numeral after a teacher model. • Read written numbers orally in and out of sequence.
Access Point	
Write or select expanded form for any two-digit number.	
Essential Understandings	
Concrete	Representation
• Read numbers from left to right. • Use manipulatives to show the number of tens and ones for a given number within 99. • Recognize in a multi-digit number the left-most digit represents the number of groups of tens and the right-most digit represents the number of ones. • Recognize that a number can be	• Understand the following concepts, symbols, and vocabulary: ones, tens, place value.

decomposed by place and represented as an addition equation – 56=50+6.	
Access Point	
Explain what the zero represents in place value (hundreds, tens, ones) in a number.	
Essential Understandings	
Concrete	**Representation**
• Identify the zero in a given number. • Identify hundreds bundles, tens bundles, and ones.	• Match appropriate bundles to given numbers. • Explain that a zero represents none for that given place value. • Understand the following concepts, symbols, and vocabulary: place value, tens, ones, hundreds.

On Computer Lessons	Generalization Lessons
Numbers 1-8 Match Exact Numbers 1-2	Parking Spaces, Duck Duck, Five, Placemats, Timber, Number Lines, Marching Band Numbers, Number Collage, What's in the Hat? Egg Cartons, Balloon Toss, Beanbag Hoops, Number Jump, Sandwich Bags, Cake Walk, Chicka Numbers, Hopscotch, Dot-to-Dot

On-Computer Essential Elements
The student will identify numbers 1-20 and multiples of ten 0-100. The student will match identical numbers.
Generalization Essential Elements
The student will match identical, and non-identical numbers. The student will receptively and expressively identify numbers.

Domain: Number and Operations in Base Ten
Cluster: Understand place value
Standard: Compare two three-digit numbers based on the meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Access Point	
Compare (greater than, less than, equal to) two numbers up to 100.	
Essential Understandings	
Concrete	Representation
• Count from 0 to 100. • Identify numbers on a number line. • Recognize the value of a digit based on its place in a two-digit number (e.g., the 2 in 25 represents 2 tens or 20).	• Understand the following concepts, symbols, and vocabulary: greater than, less than, equal to, >, <, =.
Access Point	
Compare two-digit numbers using representations and numbers (e.g., identify more tens, fewer tens, more ones, fewer ones, larger numbers, smaller numbers).	
Essential Understandings	
Concrete	Representation
• Identify numbers on a number line. • Count from 10 both up and down (e.g., 10, 11 or 10, 9). • Make two sets and identify which set is larger or smaller.	• Understand the following concepts, symbols, and vocabulary: greater than, less than, more, fewer, larger, smaller. • Use a place value chart.
Access Point	
Compare three-digit numbers using representations and numbers (e.g., identify more hundreds, fewer hundreds, more tens, fewer tens, more ones, fewer ones, larger number, smaller number.	
Essential Understandings	
Concrete	Representation
• Recognize the value of a digit based on its place in a three-digit number (e.g., the 2 in 25 represents 2 tens or 20). • Identify a base ten bundle (e.g., tens, hundred).	• Identify numbers in the hundreds, tens, and ones place. • Understand the following concepts, symbols, and vocabulary: more, less, tens, hundreds, ones, larger, smaller.

On Computer Lessons	Generalization Lessons
Most or Fewest 1-3 Comparisons 1 Missing Numbers 1-3	Sandwich Bags, Stacking, Pizza Toppings, Class Graphs, Rice Hunt, Egg Cartons

On-Computer Essential Elements

The student will compare sets of objects identifying if the set that has the most quantity of objects and the least. The students will continue a count sequence by identifying missing numbers.
Generalization Essential Elements
The student will count items in a line, rectangle, or scattered array. The student will count using one-to-one correspondence, pairing each object with one and only one numeral. The student will count a specified number of objects from a group. The student will compare sets of objects identifying the concepts of more and most, less and least, and equal.

Domain: Number and Operations in Base Ten
Cluster: Use place value understanding and properties of operations to add and subtract.
Standard: Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.

Access Point	
Fluently add or subtract within 50.	
Essential Understandings	
Concrete	Representation
• Create tens using base ten blocks. • Use one-to-one correspondence using objects. • Use ones blocks in addition and subtraction situations. • Use tens blocks in addition and subtraction situations.	• Recognize a block of 10 as 10 without counting. • Identify visual representations of ones and tens. • Use visual representation of ones and tens in addition and subtraction situations.
Access Point	
Model addition and subtraction with base ten blocks within 100.	
Essential Understandings	
Concrete	Representation
• Create tens and hundreds using base ten blocks. • Use one-to-one correspondence using objects. • Use ones blocks in addition and subtraction situations. • Use ten blocks in addition or subtraction situations.	• Recognize a block of 10 as 10 without counting. • Recognize a block of 100 as 100 without counting. • Identify visual representations of ones, tens, and hundreds. • Use visual representation of ones and tens in addition and subtraction situations.

On Computer Lessons	Generalization Lessons
Addition 1-20 Subtraction 1-4	Ways to Twenty, Reward Tickets, Addition Bags, Addition Race, Addition Dice, Adding More, Equation Hunting, Take Away Plays

On-Computer Essential Elements
The student will fluently add within 20. The student will fluently subtract within 10. The student will count items in a line, rectangle, or scattered array using one-to-one correspondence.
Generalization Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will use manipulatives to add and subtract. The student will solve addition and subtraction equations with and without manipulatives.

Domain: Number and Operations in Base Ten
Cluster: Use place value understanding and properties of operations to add and subtract.
Standard: Add up to four two-digit numbers using strategies based on place value and properties of operations

Access Point	
Combine three two-digit numbers within 20.	
Essential Understandings	
Concrete	Representation
• Given a number, make a set of objects within 20. • Combine sets to get a total.	• Given a picture of base ten blocks representing up to three sets, find the sum. • Understand the concepts, symbols, and vocabulary for: add.

On Computer Lessons	Generalization Lessons

On-Computer Essential Elements
Generalization Essential Elements

Domain: Number and Operations in Base Ten
Cluster: Use place value understanding and properties of operations to add and subtract.
Standard: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.

Access Point	
Decompose tens into ones and/or hundreds into tens in subtraction situations.	
Essential Understandings	
Concrete	Representation
• Break apart tens into ones and hundreds into tens (decompose). • Use one-to-one correspondence using objects. • Use ones blocks in a subtraction situation. • Use ten blocks in a subtraction situation.	• Recognize a block of 10 as 10 without counting. • Recognize a block of 100 as 100 without counting. • Identify visual representations of ones, tens, and hundreds. • Use visual representations of ones and tens in subtraction situations.
Access Point	
Compose ones into tens and/or tens into hundreds in addition situations.	
Essential Understandings	
Concrete	Representation
• Create tens and hundreds using base ten blocks. • Use one-to-one correspondence using objects. • Use ones blocks in addition situations. • Use tens blocks in an addition situation.	• Recognize a block of 10 as 10 without counting. • Recognize a block of 100 as 100 without counting. • Identify visual representations of ones, tens, and hundreds. • Use visual representations of ones and tens in subtraction situations.

On Computer Lessons	Generalization Lessons
Match Number-Quantity 1-3 Addition 1-20 Subtraction 1-4	Equation Hunting, Take Away Plays, Ways to Twenty, Reward Tickets, Addition Bags, Addition Race, Addition Dice, Adding More, Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will add fluently within 20. The student will subtract fluently within 10.
Generalization Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will use manipulatives to add and subtract. The student will solve addition and subtraction equations with and without manipulatives.

Domain: Number and Operations in Base Ten
Cluster: Use place value understanding and properties of operations to add and subtract.
Standard: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Access Point	
Mentally add or subtract 10 from a given set from the tens family.	
Essential Understandings	
Concrete	Representation
• Identify the digit in the tens place. • Add or subtract 10 using base ten blocks.	• Understand that only the digit in the tens place will change by a value of one. • Understand the following concepts, symbols, and vocabulary: more than, less than, tens place.
Access Point	
Mentally add or subtract 100 from a given set from the hundreds family.	
Essential Understandings	
Concrete	Representation
• Identify the digit in the hundreds place. • Add or subtract 100 using a base ten unit.	• Understand that only the digit in the hundreds place will change by a value of one. • Understand the following concepts, symbols, and vocabulary: more than, less than, hundreds place.

On Computer Lessons	Generalization Lessons
Most or Fewest 1-3	Sandwich Bags, Stacking, Pizza Toppings, Class Graphs, Rice Hunt

On-Computer Essential Elements
The student will identify what set has the most and least number of objects.
Generalization Essential Elements
The student will compare two sets and identify what set has the most number of objects and what set has the least.

Domain: Number and Operations in Base Ten
Cluster: Use place value understanding and properties of operations to add and subtract.
Standard: Explain why addition and subtraction strategies work, using place value and the properties of operations.

Access Point	
Communicate processes of addition and subtraction.	
Essential Understandings	
Concrete	Representation
• Use manipulatives to answer questions about addition and subtraction situations. • Use manipulatives to answer questions about place value.	• Use visual representations (place value charts, number lines, etc.) to answer questions about addition and subtraction situations and place value.

On Computer Lessons	Generalization Lessons

On-Computer Essential Elements
Generalization Essential Elements

Domain: Measurement and Data
Cluster: Measure and estimate lengths in standard units.
Standard: Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yard sticks, meter sticks, and measuring tapes.

Access Point	
Select the appropriate tool and unit of measurement to measure an object (ruler or yard stick, inches or feet).	
Essential Understandings	
Concrete	**Representation**
• Understand that smaller units are part of larger units within the same system. • Identify the smaller and/or larger unit (e.g., inches are smaller than feet). • Use the unit of measure that will require fewer units to measure objects.	• Select the numeric symbol that represents the number of units that make up a larger unit of measure. • Select representation of larger units of measure within a system of measurement.
Access Point	
Demonstrate or identify appropriate measuring techniques.	
Essential Understandings	
Concrete	**Representation**
• Identify tools (ruler, balance scale, measuring cups, etc.). • Match tools to purpose (ruler for finding length). • Align measuring tool to object	• Use visual representation to match tool and object needing measuring (e.g., ruler to pencil).

On Computer Lessons	Generalization Lessons
Measurement Tools	Beat the Clock

On-Computer Essential Elements
The student will identify common measurement tools.
Generalization Essential Elements
The student will identify common measurement tools and their function.

Domain: Measurement and Data
Cluster: Measure and estimate lengths in standard units.
Standard: Demonstrate the inverse relationship between the size of a unit and number of units needed to measure a given object.

Access Point	
Recognize that standard units can be decomposed into smaller units.	
Essential Understandings	
Concrete	Representation
• Understand that smaller numbers are part of larger numbers. • Within the same system of measurement, identify the smaller or larger unit – inches are shorter than feet, feet are shorter than yards, etc.	• Select the numeric symbol that represents the number of units that make up a larger unit of measure. • Understand that multiple units make up a larger unit of measure (12 inches in 1 foot).
Access Point	
Measure the attributes (length, width, height) of an object using two different size units.	
Essential Understandings	
Concrete	Representation
• Understand that smaller numbers are part of larger numbers. • Identify the smaller and/or larger unit (e.g., inches are smaller than feet).	• Select the numeric symbol that represents the number of units that make up a larger unit of measure. • Understand that smaller units make up a larger unit of measure (12 inches in 1 foot).

On Computer Lessons	Generalization Lessons

On-Computer Essential Elements
Generalization Essential Elements

Domain: Measurement and Data
Cluster: Measure and estimate lengths in standard units.
Standard: Estimate lengths using units of inches, feet, yards, centimeters, and meters.

Access Point	
Estimate the length of an object using units of feet and inches.	
Essential Understandings	
Concrete	**Representation**
• Match objects of the same length (inch/foot). • Identify which unit of measurement to use when measuring (smaller objects use inches, larger objects use feet).	• Understand concepts, symbols, and vocabulary for: estimate, foot, inch, larger, smaller. • Estimate length of common objects (e.g., football field is 300 feet, boy is 60 inches tall).

On Computer Lessons	Generalization Lessons

On-Computer Essential Elements
Generalization Essential Elements

Domain: Measurement and Data
Cluster: Measure and estimate lengths in standard units.
Standard: Measure to determine how much longer one object is than another, expressing the length difference in terms of standard length unit.

Access Point	
Solve problems involving the difference in standard length units.	
Essential Understandings	
Concrete	Representation
• Recognize that when we compare lengths we want to answer "How much longer is object 1 than object 2?" • Identify the smaller or larger unit (e.g., paperclip or a ruler).	• Understand concepts, symbols, and vocabulary for: take away, more, less, longer, shorter, inches, feet, etc. • Select the numeric symbol that represents the differences.

On Computer Lessons	Generalization Lessons

On-Computer Essential Elements
Generalization Essential Elements

Domain: Measurement and Data
Cluster: Relate addition and subtraction to length
Standard: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

Access Point	
Solve addition and subtraction word problems involving the difference in standard length units.	
Essential Understandings	
Concrete	**Representation**
• Use manipulatives to model an addition or subtraction word problem. • Use one-to-one correspondence. • Recognize that when we compare lengths we want to answer "How much longer is object 1 than object 2?" • Identify the smaller or larger unit (e.g., inchers are smaller than feet, feet are larger than inches).	• Use visual representation to model an addition or subtraction word problem. • Understand the following concepts and vocabulary: take away, more, less, longer, shorter, inches, feet, etc. • Select the numeric symbol that represents the difference.

On Computer Lessons	Generalization Lessons
Match Number-Quantity 1-3 Addition 1-20 Subtraction 1-4	Ways to Twenty, Reward Tickets, Addition Bags, Addition Race, Addition Dice, Adding More, Equation Hunting, Take Away Plays, Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will add fluently within 20. The student will subtract fluently within 10.
Generalization Essential Elements
The student will count using one-to-one correspondence, pairing one object with one numeral. The student will use manipulatives to add and subtract. The student will solve addition and subtraction equations with and without manipulatives.

Domain: Measurement and Data
Cluster: Relate addition and subtraction to length
Standard: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, … and represent whole-number sums and differences within 100 on a number line diagram.

Access Point	
Use number lines to solve addition or subtraction problems up to 100.	
Essential Understandings	
Concrete	Representation
• Locate a number on a number line/diagram up to 10. • Count forward for addition, backward for subtraction on a number line or diagram. • Use one-to-one correspondence.	• Understand the following concepts and vocabulary: number line, diagram, addition, subtraction, forward, backward, etc. • Use visual representation of numerals to solve problems. • Describe that movement on a number line to the left is subtraction and movement to the right is addition.

On Computer Lessons	Generalization Lessons
Match Number-Quantity 1-3	Number Lines, Dot-to-Dot, Number Puzzles, Number Shaker, Apples on Top, Flap Book. Snack Bags, Number Sticks

On-Computer Essential Elements
The student will count items in a line, rectangle, or scattered away using one-to-one correspondence, pairing a written numeral to a set of objects.
Generalization Essential Elements
The student will count items in a line, rectangle, or scattered away using one-to-one correspondence.

Domain: Measurement and Data
Cluster: Work with time and money
Standard: Tell and write time from analog and digital clocks to the nearest five minutes.

Access Point	
Tell and write time in hours and half-hours using analog and digital clocks.	
Essential Understandings	
Concrete	**Representation**
• Identify the hour hand and minute hand.	• Identify hours and minutes on a digital clock. • Identify numerals 1-12. • Understand the concepts and vocabulary of time (o'clock, thirty, half-hour, noon, midnight, etc.)

On Computer Lessons	Generalization Lessons
Time 1-4	Television Guide, Its That Time Again, Conversion Clocks, Go Get A Watch

On-Computer Essential Elements
The student will tell time to the half hour and the hour on digital and analog clocks. The student will tell time quarter to and quarter after the hour on digital and analog clocks. The student will tell time to five minute increments on digital and analog clocks.
Generalization Essential Elements
The student will tell time to the hour, half hour, and in five minute increments on digital and analog clocks.

Domain: Measurement and Data
Cluster: Work with time and money
Standard: Tell and write time from analog and digital clocks to the nearest five minutes.

Access Point	
Tell and write time in hours and half-hours using analog and digital clocks.	
Essential Understandings	
Concrete	Representation
• Identify the hour hand and minute hand.	• Identify hours and minutes on a digital clock. • Identify numerals 1-12. • Understand the concepts and vocabulary of time (o'clock, thirty, half-hour, noon, midnight, etc.)
Access Point	
Categorize everyday activities into a.m. and p.m.	
Essential Understandings	
Concrete	Representation
• Match schedule events to a.m. or p.m.	• Understand the concepts and vocabulary for parts of the day (a.m., p.m., morning, afternoon, evening).

On Computer Lessons	Generalization Lessons
Time 1-4	Television Guide, Its That Time Again, Conversion Clocks, Go Get A Watch

On-Computer Essential Elements
The student will tell time to the half hour and the hour on digital and analog clocks. The student will tell time quarter to and quarter after the hour on digital and analog clocks. The student will tell time to five minute increments on digital and analog clocks.
Generalization Essential Elements
The student will tell time to the hour, half hour, and in five minute increments on digital and analog clocks.

Domain: Measurement and Data
Cluster: Work with time and money
Standard: Solve one- and two-step word problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins (quarters, dimes, nickels, and pennies) using dollar and cent symbols appropriately.

Access Point	
Solve word problems using dollar bills, quarters, dimes, nickels, or pennies up to $50.	
Essential Understandings	
Concrete	Representation
• Use manipulatives to model a word problem using money. • Use one-to-one correspondence. • Identify coins/bills and their value. • Count by ones, fives, tens, and twenty-fives.	• Use visual representation to model a word problem. • Understand the concepts, symbols, and vocabulary related to addition and subtraction of money. • Perform operations – add and subtract with two- or three-digit numbers.

On Computer Lessons	Generalization Lessons
Money 1-9	Matching Coins, Buying a Snack, Money Store, Money War

On-Computer Essential Elements
The student will identify coins, the value of coins, and the total amount of a set of coins.
Generalization Essential Elements
The student will identify coins and their value.

Domain: Measurement and Data
Cluster: Represent and interpret data
Standard: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.

Access Point	
Organize linear measurement data by representing continuous data on a line plot.	
Essential Understandings	
Concrete	Representation
• Identify data set based on a single attribute (e.g., pencils vs. markers). • Organize the data using objects that represent one piece of the data. • Properly label the line plot.	• Identify numbers that represent data points on the line plot.

On Computer Lessons	Generalization Lessons

On-Computer Essential Elements
Generalization Essential Elements

Domain: Measurement and Data
Cluster: Represent and interpret data
Standard: Draw a picture graph and a bar graph to represent a data set with up to four categories.

Access Point	
Identify the value of each category represented on a picture graph and bar graph.	
Essential Understandings	
Concrete	Representation
• Identify a picture graph, bar graph, or line plot. • Identify a data set represented with pictorial representations or tally marks. • Match numbers to the correct value for the category on the graph. • Use 1:1 correspondence.	• Know parts of a picture graph, bar graph, or line plot. • Identify a data set represented with numbers. • Understand the vocabulary (more, less, etc.).

On Computer Lessons	Generalization Lessons

On-Computer Essential Elements
Generalization Essential Elements

Domain: Measurement and Data
Cluster: Represent and interpret data
Standard: Draw a picture graph and a bar graph to represent a data set with up to four categories.

Access Point	
Identify the value of each category represented on a picture graph and bar graph.	
Essential Understandings	
Concrete	Representation
• Identify a picture graph, bar graph, or line plot. • Identify a data set represented with pictorial representations or tally marks. • Match numbers to the correct value for the category on the graph. • Use 1:1 correspondence.	• Know parts of a picture graph, bar graph, or line plot. • Identify a data set represented with numbers. • Understand the vocabulary (more, less, etc.).
Access Point	
Organize data by representing categorical data on a pictorial graph or bar graph.	
Essential Understandings	
Concrete	Representation
• Identify a picture or bar graph. • Identify a data set represented with pictorial representations (e.g., pictures of apples, pictures of oranges) or tally marks.	• Know parts of a picture or bar graph. • Identify a data set represented with numbers.
Access Point	
Compare the information shown in a bar graph or picture graph with up to four categories. Solve simple comparisons of how many more or how many fewer.	
Essential Understandings	
Concrete	Representation
• Identify the categories in a graph. • Compare a bar or picture graph with two categories. • Understand the concept of more and less. • Count sets within a category. • Understand how data is organized on a picture graph. • Match to connect category (match to same).	• Understand that each person can only represent one piece of data. • Identify data set with some number (e.g., bar graph representing five pencils). • Identify a picture or bar graph.

On Computer Lessons	Generalization Lessons

On-Computer Essential Elements
Generalization Essential Elements

Domain: Geometry
Cluster: Reason with shapes and their attributes
Standard: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

Access Point	
Identify two-dimensional shapes, such as rhombus, pentagons, hexagons, octagons, and ovals, as well as equilateral, isosceles, and scalene triangles.	
Essential Understandings	
Concrete	Representation
• Identify the side of a two-dimensional shape. • Identify the corner/vertices of a two-dimensional shape. • Identify the number of sides or corners/vertices or two-dimensional shapes. • Count up to eight.	• Given pictures of two-dimensional shapes, count the number of sides and name the shapes.
Access Point	
Distinguish two- or three-dimensional shapes based upon their attributes (e.g., number of sides, equal or different lengths of sides, number of faces, and number of corners).	
Essential Understandings	
Concrete	Representation
• Recognize flat objects as two-dimensional and objects with length, height, and width as three-dimensional objects.	• Identify the number of sides, corners/vertices, and faces on two-dimensional and three-dimensional shapes.
Access Point	
Draw two-dimensional shapes with specific attributes.	
Essential Understandings	
Concrete	Representation
• Recognize a two-dimensional shape.	• Identify the attributes of basic shapes (e.g., a straight line, a corner, a curved line). • Identify basic shapes and their attributes.

On Computer Lessons	Generalization Lessons
Shapes 1-2	Shape Hunt, Not Like the Others, Shape Actions, Dough Shapes, Shape Art, Cookie Cutters, Seal It, Shape Box, Making Pictures, Ice Cream Cones

On-Computer Essential Elements
The student will identify two-dimensional geometric shapes.
Generalization Essential Elements
The student will identify two-dimensional geometric shapes, and three-dimensional shapes in the natural environment.

Domain: Geometry
Cluster: Reason with shapes and their attributes
Standard: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Access Point	
Count the squares that full a rectangle drawn on graph paper.	
Essential Understandings	
Concrete	Representation
• Understand that three-dimensional shapes have dimensions (feeling the sides of a solid). • Use manipulatives/model to create a three-dimensional shape (play dough, construction paper, etc.). • Identify three-dimensional shapes: cube, cylinder, sphere, rectangular prism, and cone. • Identify the number of sides or corners/vertices of three-dimensional shapes. • Identify the attributes of basic shapes (e.g., a straight line, a corner, a curved line).	• Understand the following vocabulary: three-dimensional, solid, corners, side, cube, cylinder, sphere, rectangular prism, and cone.

On Computer Lessons	Generalization Lessons

On-Computer Essential Elements
Generalization Essential Elements

Domain: Geometry
Cluster: Reason with shapes and their attributes
Standard: Partition circles, and rectangles into two, three, or four equal shapes, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.

Access Point	
Partition circles and rectangles into two and four equal parts.	
Essential Understandings	
Concrete	Representation
• Identify that when a shape is folded and its sides match up it has been partitioned into two or four equal parts.	• Select pictures that have been partitioned into two or four equal parts.
Access Point	
Label a partitioned shape (e.g., one whole rectangle was separated into two halves; one whole circle was separated into three thirds).	
Essential Understandings	
Concrete	Representation
• Understand the concept that a portion is a part of the whole. • Fold a rectangular piece of paper into two or four equal parts.	• Identify and use vocabulary for whole, part, partition.

On Computer Lessons	Generalization Lessons
Fractions 1-3	Graph It! Fraction Measuring, Splitting Snacks

On-Computer Essential Elements
The students will identify fractions using partitioned circles and rectangles.
Generalization Essential Elements
The student will use partitioned circles and rectangles to identify fraction. The student will identify the whole, part, and fraction of an object.

Domain: Literature
Cluster: Key Ideas and Details
Standard: With prompting and support, ask and answer questions about key details in a text.

Access Point
With prompting and support answer questions about key details in a story.
Essential Understandings
• Answer a simple question about a story.
Access Point
With prompting and support ask questions about key details in a story.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will read a social story, create their own storybook, and ask and answer questions related to key details in the story. The student will identify parts of the book, follow along during reading activities, and will identify what happened first, next, then, and last in the story.

Domain: Literature
Cluster: Key Ideas and Details
Standard: With prompting and support, retell familiar stories, including key details.

Access Point
With prompting and support retell a favorite story, including key details.
Essential Understandings
• Identify events in a familiar story.
Access Point
With prompting and support, sequence a set of events in a familiar story.
Essential Understandings
• Identify events in a familiar story.
Access Point
With prompting and support, identify the beginning, middle, and ending of a familiar story.
Essential Understandings
• Identify events in a familiar story.
Access Point
Retell a familiar story (e.g., "What was that story about?"
Essential Understandings
• Answer simple questions about a story (e.g., "Who was in the story? "Where does the story take place?" What is one thing that happened in the story?").

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will identify the characters, setting, and events from a story.

Domain: Literature
Cluster: Key Ideas and Details
Standard: With prompting and support, identify characters, settings, and major events in a story.

Access Point
With prompting and support, identify characters in a story.
Essential Understandings
• Answer a simple question about a character in the story (e.g., "Who was the person/animal in the story?") • Answer a simple question about a secondary character in the story. • With prompting and support, choose from a list the relationship between the characters (e.g., "Is this a story about a mom and her child or a dad and a child?").
Access Point
With prompting and support, identify major events in a story.
Essential Understandings
• Given a list of literary elements (a character, a setting, one or two events), choose which item from the list represents events from the story.
Access Point
With prompting and support, identify a setting in a story.
Essential Understandings
• Given a list of literary elements (a character, a setting, events), identify which choice represents the setting.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will identify the characters, setting, and events from a story.

Domain: Literature
Cluster: Craft and Structure
Standard: With prompting and support, ask and answer questions about unknown words in a text.

Access Point
Asks questions about unknown words in a text.
Essential Understandings
• Identify an unknown word. • Use reference materials or resources to determine the meaning of word.
Access Point
Answer questions about unknown words in a text.
Essential Understandings
• Identify an unknown word. • Use reference materials or resources to determine meaning of word.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Literature
Cluster: Craft and Structure
Standard: Recognize common types of texts (e.g., storybooks, poems).

Access Point
Answer questions about reading, such as, "What do we read?"
Essential Understandings
• Identify a book from a field of two items. • Identify a story. • Identify a poem.
Access Point
Identify a story, book, poem, etc.
Essential Understandings
• Given two types of text (a literary text and informational text) choose which one represents a literary text.

On Computer Lessons	Generalization Lessons	Social Skills
Classroom 5, Actions 8, Functions 1	Go Fish, On the Road In the Air, Classroom Stamps	Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
The student will identify a book, the function of a book, and the action of reading.
Generalization Essential Elements
The student will identify common objects found in the classroom. The student will identify the function of objects found in the classroom.
Social Skills Essential Elements
The student will interact with and engage in reading activities with their own storybooks.

Domain: Literature
Cluster: Craft and Structure
Standard: With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.

Access Point
With prompting and support, identify the author of a familiar story (e.g., "Show me the author." "Show me who wrote the book.").
Essential Understandings
• Identify the cover of the book.
Access Point
With prompting and support, define the role of the author.
Essential Understandings
• Identify the cover of the book.
Access Point
With prompting and support, identify the illustrator.
Essential Understandings
• Identify the cover of the book.
Access Point
With prompting and support, define the role of the illustrator.
Essential Understandings
• Identify the cover of the book.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will read a social story, create their own storybook, and ask and answer key details in the story. The student will identify parts of the book, follow along during reading activities, and will identify what happened first, next, then, and last in the story.

Domain: Literature
Cluster: Integration of Knowledge and Ideas
Standard: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story the illustration depicts).

Access Point
With prompting and support, identify illustrations to aid comprehension.
Essential Understandings
• With prompting and support identify an illustration.
Access Point
With prompting and support, identify the relationship between an illustration and the story.
Essential Understandings
• With prompting and support, identify what the illustration means.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will identify the characters, setting, and events from a story. Based on the illustrations in the story, the student will ask and answer questions related to the story. The student will identify the actions of characters, the setting of the story, and the emotions of characters based on the illustrations.

Domain: Literature
Cluster: Integration of Knowledge and Ideas
Standard: With prompting and support, compare and contrast the adventures and experience of characters in familiar stories.

Access Point
With prompting and support, compare (e.g., find something the same) between familiar stories.
Essential Understandings
• With prompting and support, answer simple questions about story events. • With prompting and support, answer simple questions that compare the events in two stories (e.g., "What type of animal is in both stories?").
Access Point
Compare and contrast the adventures of characters in two familiar stories.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions about the characters, setting, or events in a story.

Domain: Literature
Cluster: Range of Reading and Level of Text Complexity
Standard: Actively engage in group reading activities with purpose and understanding.

Access Point
Answer questions about reading, such as "Why do we read? What do we read?"
Essential Understandings
• Select a preferred text from a variety of texts (poems, storybook). • Answer "wh" questions (what, where, when, why, who).
Access Point
Choose narrative or informational texts to read and reread, listen to or view for leisure purposes.
Essential Understandings
• Select a preferred text from a variety of texts (poems, storybook). • Acquire meaning/pleasure from a variety of materials read to them.
Access Point
Engage in group reading of stories or poems by sharing something learned or something enjoyed.
Essential Understandings
• Indicate something learned or enjoyed by gesturing, pointing, signing, verbalizing, etc.

On Computer Lessons	Generalization Lessons	Social Skills
When, Features 2-3, Clues, Visual Comprehension	Getting to Know You, Tell Me About It, Definitions, Yes and No Signs, Sandy Seashore, Riddle Book, Guess My Animal	Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
The student will answer 'wh' questions related to people, places, and things.
Generalization Essential Elements
The student will ask and answer 'wh' questions related to people, places, and things.
Social Skills Essential Elements
The student will ask and answer 'wh' questions about the characters, setting, or events in a story.

Domain: Informational Text
Cluster: Key Ideas and Details
Standard: With prompting and support, ask and answer questions about key details in a text.

Access Point
With prompting and support, answer questions about key details in a text.
Essential Understandings
• Identify photo, diagram, or graphic on a page of informational text. • Identify key details from the text based on a photo, diagram, or graphic. • Answer simple questions about key details from a text.
Access Point
With prompting and support, ask questions about key details in a text.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions about the characters, setting, or events in a story.

Domain: Informational Text
Cluster: Key Ideas and Details
Standard: With prompting and support, identify the main topic and retell key details of a text.

Access Point
Discuss key details and main topic of a preferred text.
Essential Understandings
• Indicate details by gesturing, pointing, signing, verbalizing, etc. • Indicate which details are important by gesturing, pointing, signing, verbalizing, etc. • Indicate main topic by gesturing, pointing, signing, verbalizing, etc.
Access Point
With prompting and support, identify the main topic.
Essential Understandings
• With prompting and support, answer simple questions about the topic of an informational text.
Access Point
With prompting and support, retell/identify key details in a text.
Essential Understandings
• Identify, diagram, or graphic on a page of informational text. • Identify key details from the text based on a photo, diagram, or graphic. • Answer simple questions about key details from the text.

On Computer Lessons	Generalization Lessons	Social Skills
Gestures 1-3	Silent Simon, Helping Hands	Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
The student will identify common gestures and their meanings.
Generalization Essential Elements
The student will identify and use common gestures as a means of communication.
Social Skills Essential Elements
The student will ask and answer questions about the characters, setting, or events in a story.

Domain: Informational Text
Cluster: Key Ideas and Details
Standard: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Access Point
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.
Essential Understandings
• Answer simple questions about an individual event, idea, or piece of information.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions about the characters, setting, or events in a story.

Domain: Informational Text
Cluster: Craft and Structure
Standard: With prompting and support, ask and answer questions about unknown words in a text.

Access Point
Ask questions about unknown words in a text.
Essential Understandings
• Identify an unknown word. • Identify word parts. • Identify similar words.
Access Point
Answer questions about unknown words in a text.
Essential Understandings
• Identify an unknown word. • Identify examples/non-examples. • Identify similar words.

On Computer Lessons	Generalization Lessons	Social Skills
Match Non-Exact Words	Sight Word Dig, Sight Word Sort	

On-Computer Essential Elements
The student will identify and match non-identical words.
Generalization Essential Elements
The student will identify word parts.
Social Skills Essential Elements

Domain: Informational Text
Cluster: Craft and Structure
Standard: Identify the cover, back cover, and title page of a book.

Access Point
Distinguish the front of a book from the back of a book.
Essential Understandings
• Identify the cover of the book.
Access Point
Identify the title of an informational text on the title page.
Essential Understandings
• Identify the title page.
Access Point
Identify the title of a story or poem on the title page.
Essential Understandings
• Identify the cover of the book.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will read a social story, create their own storybook, and ask and answer key details in the story. The student will identify parts of the book, follow along during reading activities, and will identify what happened first, next, then, and last in the story.

Domain: Informational Text
Cluster: Craft and Structure
Standard: With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Access Point
Identify the author of an informational text.
Essential Understandings
• Identify who wrote the text.
Access Point
Define the role of the author in presenting the ideas and information of an informational text.
Access Point
Define the role of the illustrator in presenting an informational text.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Informational Text
Cluster: Integration of Knowledge and Ideas
Standard: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Access Point
Identify a labeled photo or diagram or graphic from within an informational text.
Essential Understandings
• Identify a photo/diagram/graphic in an informational text. • Answer simple questions about how the photo/diagram/graphic support the text.
Access Point
With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).
Essential Understandings
• Identify a photo/diagram/graphic in an informational text. • Answer simple questions about the photo/diagram/graphic.

On Computer Lessons	Generalization Lessons	Social Skills
Visual Comprehension	Sandy Seashore, Riddle Book, Guess My Animal	Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
The student will answer questions based on a picture.
Generalization Essential Elements
The student will answer questions based on pictures.
Social Skills Essential Elements
The student will answer questions based on the illustrations in a story.

Domain: Informational Text
Cluster: Integration of Knowledge and Ideas
Standard: With prompting and support, identify the reasons an author gives to support points in a text.

Access Point
With prompting and support, identify the facts an author gives to support points in a text.
Essential Understandings
• With prompting and support, identify a fact in an informational text.

On Computer Lessons	Generalization Lessons	Social Skills
Fact Questions 1-3	Musical Yes and No Signs	

On-Computer Essential Elements
The student will answer factual questions based on pictures and oral descriptions.
Generalization Essential Elements
The student will answer factual questions about a story, event, or the environment.
Social Skills Essential Elements

Domain: Informational Text
Cluster: Integration of Knowledge and Ideas
Standard: With prompting and support, identify the basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Access Point
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).
Essential Understandings
• Identify what is the same and what is different for two similar images or photographs. • With prompting and support, identify the topic of a text.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Informational Text
Cluster: Range of Reading and Level of Text Complexity
Standard: Actively engage in group reading activities with purpose and understanding.

Access Point
Choose informational text to read and reread, listen to or view for leisure purposes.
Essential Understandings
• Select a preferred text from a variety of texts (racecar book, zoo book, plant book, space book).
Access Point
Choose text to read and reread, listen to or view for informational purposes (e.g., to answer questions; understand the world around them).
Essential Understandings
• Select a preferred text from a variety of texts (racecar book, zoo book, plant book, space book).
Access Point
Engage in group reading of informational text by sharing something learned or something enjoyed.
Essential Understandings
• Indicate something learned or enjoyed by gesturing, pointing, signing, verbalizing, etc.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Foundational Skills
Cluster: Print Concepts
Standard: Demonstrate understanding of the organization and basic features of print.

Access Point
During shared reading activities, indicate need to the need to turn the page for continued reading.
Essential Understandings
• When reading has paused, student indicates the need to turn the page.
Access Point
During spoken reading activities, text point; from top to bottom of the page, from left to right or to match a spoken "orally read" word to a written word.
Essential Understandings
• Student indicates top and bottom of the page. • Student indicates left and right of the page. • Student tracks print left to right, top to bottom.
Access Point
Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.
Essential Understandings
• Distinguish non-letters from letters. • Distinguish letters from words. • Distinguish words from sentences. • Distinguish punctuation marks from letters.
Access Point
Recognize that words are separated by spaces in print.
Essential Understandings
• Distinguish letters from words.
Access Point
During shared reading activities, text point, from top to bottom of the page, from left to right, or to match a spoken "orally read" word to the written word.
Essential Understandings
• When reading has paused, student indicates the need to turn the page.
Access Point
Identify familiar written words when spoken (e.g., show me the word "Tony").
Essential Understandings
• Student indicates top and bottom of the page. • Student indicates left and right of the page. • Student tracks print left to right, top to bottom.
Access Point
Identify or name uppercase letters of the alphabet.

Essential Understandings
• Identifies their own name in print. • Identify uppercase letters from a list.
Access Point
Identify or name lowercase letters of the alphabet.
Essential Understandings
• Identify lowercase letters from a list.

On Computer Lessons	Generalization Lessons	Social Skills
Letters 12, Punctuation, Match Non-Exact Words 1-25, Sight Words 1-22	Clayphabet, Letter Freeze, Backward Chalkboard, Name Puzzle, Letter Acting, Scribble Station, Red Light Grammar Light, Word Buddies, Sight Word Memory, My Own Word Book, Jumping Beans, Word Puzzles, Blindfolded Words, Pass the Box, Fishing for Colors, Sticky Words, Sight Words and Sounds, Circle Spelling, Ship Wreck Sight Words, Story Play	Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
The student will identify upper- and lowercase letters. The student will match and identify sight words. The student will identify common punctuation marks.
Generalization Essential Elements
The student will identify upper- and lowercase letters. The student will pair upper- and lowercase letters together. The student will identify the letters in his/her name. The student will identify a letter and word.
Social Skills Essential Elements
The student will read a social story, create their own storybook, and ask and answer key details in the story. The student will identify parts of the book, follow along during reading activities, and will identify what happened first, next, then, and last in the story.

Domain: Foundational Skills
Cluster: Phonological Awareness
Standard: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Access Point
Identify familiar written words when spoken.
Essential Understandings
• Identify that two spoken words are the same or different (e.g., cat-cat-cat-truck).
Access Point
Recognize rhyming words.
Essential Understandings
• Identify if two words end the same or different.
Access Point
Produce rhyming words.
Essential Understandings
• Identify if two words end the same or different.
Access Point
Count syllables in spoken words.
Essential Understandings
• Imitate counted beats in words. • Produce counted beats in words. • Count the beats in words.
Access Point
Blend and segment syllables in spoken words.
Essential Understandings
• Put syllables together to form words. • Separate syllables in words.
Access Point
Blend and segment onsets and rimes of single-syllable spoken words.
Essential Understandings
• Put together onsets and rimes to form words. • Separate onsets and rimes.
Access Point
Isolate initiate sounds in consonant-vowel-consonant (CVC) words (not including blends).
Essential Understandings
• Imitate sounds. • Imitate the initial sound of a CVC word.
Access Point
Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).

Essential Understandings
• Imitate sounds. • Imitate the final sound of a CVC word.
Access Point
Add or substitute individual (phonemes) in simple, one-syllable words to make new words.
Essential Understandings
• Imitate adding sounds in simple one-syllable words. • Imitate substituting sounds in simple one-syllable words.

On Computer Lessons	Generalization Lessons	Social Skills
Phonic Starts 1-8 Match: Letter-Case 1-6 First Sound Matching 1-6 Rhyming 1-4	Box Top Match, Ride and Read, Mystery Box, Sound Books, Chalk Walk, Book Look, Alphabet Photo Shoot, Carnival Toss, Stand Up Sit Down, Rhyme Detectives, Rhyming Basket, Rhyme Trips, Rhyming Houses	

On-Computer Essential Elements
The student will identify initial sounds in words. The student will match the letter to a picture that begins with the given letter. The student will match two pictures that start with the same sound. The student will identify rhyming words.
Generalization Essential Elements
The student will identify initial sounds in words. The student will match the letter to a picture that begins with the given letter. The student will match two pictures that start with the same sound. The student will identify rhyming words.
Social Skills Essential Elements

Domain: Foundational Skills
Cluster: Phonics and word recognition
Standard: Know and apply grade-level phonics and word analysis skills in decoding words.

Access Point
Recognize the sound(s) for each letter.
Essential Understandings
• Match letters to sounds.
Access Point
Produce the sound(s) for each letter.
Essential Understandings
• Imitate letter sounds.
Access Point
Identify words with long and short vowel sounds for the five major vowel sounds.
Essential Understandings
• Recognize long vowel sounds • Recognize short vowel sounds.
Access Point
Identify the sound that different between two similarly spelled words (e.g., sit, hit).
Essential Understandings
• Imitate sounds. • Distinguish between two sounds.
Access Point
Read common kindergarten high-frequency words by sight.
Essential Understandings
• Recognize that words are represented by specific sequence of letters.

On Computer Lessons	Generalization Lessons	Social Skills
Phonic Starts 1-8 Match: Letter-Case 1-6 First Sound Matching 1-6	Box Top Match, Ride and Read, Mystery Box, Sound Books, Chalk Walk, Book Look, Alphabet Photo Shoot, Carnival Toss, Stand Up Sit Down	

On-Computer Essential Elements
The student will identify initial sounds in words. The student will match the letter to a picture that begins with the given letter. The student will match two pictures that start with the same sound.

Generalization Essential Elements
The student will identify initial sounds in words. The student will match the letter to a picture that begins with the given letter. The student will match two pictures that start with the same sound.
Social Skills Essential Elements

Domain: Foundational Skills
Cluster: Fluency
Standard: Read emergent-reader texts with purpose and understanding.

Access Point
Participate in reading emergent-reader texts.
Essential Understandings
• Hold reader with proper orientation. • Turns pages. • Looks at book. • Indicate something learned or enjoyed by gesturing, pointing, signing, verbalizing, etc.
Access Point
Read emergent-reader texts with purpose.
Access Point
Indicate something learned or enjoyed in reading emergent-reader texts.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will read a social story, create their own storybook, and ask and answer key details in the story. The student will identify parts of the book, follow along during reading activities, and will identify what happened first, next, then, and last in the story.

Domain: Writing
Cluster: Text Types and Purposes
Standard: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name.

Access Point
Draw, dictate, or write an idea about a topic or text.
Essential Understandings
• Selects ideas for an information text that mates a stimulus (e.g., photo, picture). • Create a simple piece of writing (drawing, drawing with scribbles, letter-like forms, letter, and words) about a topic. • Add at least one detail to writing or drawing that relates to familiar people, places, things, and/or events (e.g., "Lets look at your picture. What color is yoru house?").
Access Point
State an opinion or preference about the topic.
Essential Understandings
• Make a preferential choice from a group of two (e.g., "Do you want green or yellow?").
Access Point
Write, draw, or dictate an opinion statement about a topic or book of interest.
Essential Understandings
• Make a preferential choice from a group of two (e.g., "Do you want green or yellow?").

On Computer Lessons	Generalization Lessons	Social Skills
All Lessons		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Based on correct responding, students will make a preferential choice from a group of reward options.
Generalization Essential Elements
Social Skills Essential Elements
Based on animated episodes and stories, student will express opinions and feelings in drawings, writings, and verbal descriptions.

Domain: Writing
Cluster: Text Types and Purposes
Standard: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Access Point
With prompting and support, create a permanent product that contains a main topic and details about an informative topic.
Essential Understandings
• Create informative text (drawing, drawing with scribbles, letter-like forms, letter, and/or words) that focuses on one informational topic. • Add at least one detail to writing or drawing that relates to the main topic (e.g., "Lets look at your picture. What color is the sun?).
Access Point
Use a combination of drawing, dictating and writing in response to a topic, text or stimulus (e.g., event, photo).
Essential Understandings
• Identify a picture or graphic related to a given topic. • Add at least one detail to writing or drawing that relates to familiar people, places, things, and/or events (e.g., Let's look at your picture. What color is your house?).
Access Point
Organize information on a topic that includes two pieces of relevant content.
Essential Understandings
• Use a support (e.g., a graphic organizer) to organize two pieces of familiar information.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Text Types and Purposes
Standard: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Access Point
Use a combination of drawing, dictating and writing when generating story ideas in response to a topic, text or stimulus (e.g., event, photo, text, daily writing log)..
Essential Understandings
• Identify ideas for a story that matches a stimulus (e.g., photo, picture).
Access Point
Write, dictate or draw about an event.
Essential Understandings
• Identify words to describe an illustration of an event. Sequence a set of illustrations that match a text. • With guidance and support, to create a simple story (make choices, orally, via drawings, or using written symbols) about a real or imagined experience.
Access Point
Describe a single event or a series of events using drawings or simple sentences.
Essential Understandings
• Identify words to describe an illustration of an event. Sequence a set of illustrations that match a text. • With guidance and support, to create a simple story (make choices, orally, via drawings, or using written symbols) about a real or imagined experience.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions related to the characters, setting, or events in a story using illustrations.

Domain: Writing
Cluster: Distribution and Production of Wrting
Standard: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Access Point
With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.
Essential Understandings
• Match picture that represents the feedback provided about original picture ("Look at our first picture of the frog. We decided was fat and green. Which new picture has a fat green frog?"). • With guidance and support from the teacher, revise a drawing by adding one or more details to the text (e.g., Here is a drawing of a person. He has a nose on his face. Here is your drawing. Put a nose on the face in your drawing.).
Access Point
With guidance and support, use feedback to (e.g., elaborate on story elements) to strengthen narrative writing.
Essential Understandings
• Match picture that represents the feedback provided about original picture ("Look at our first picture of the character in our story. We decided that she was wearing a red dress and had long blond hair. Which new picture has our character with a red dress and long blond hair?").
Access Point
With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen writing,
Essential Understandings
• Match the picture that represents the feedback provided about original picture ("Look at our first picture of the frog. We decided a frog was fat and green. Which new picture has a fat green frog?"). • With guidance and support from the teacher, revise a drawing by adding one or more details to the text (e.g., Here is a drawing of a person. He has a nose on his face. Here is your drawing. Put a nose on the face in your drawing.).

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Distribution and Production of Writing
Standard: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Access Point
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Essential Understandings
• With guidance and support from adults, explore a variety of digital tools.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Research to Build and Present Knowledge
Standard: Participate in shared research writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Access Point
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Essential Understandings
• With guidance and support from adults, identify sources (e.g., books, websites) that have information about specific topics. • With guidance support, identify a topic for an informational text. • With guidance and support, find (e.g., books, websites, etc.) to further inform the writer about the topic.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Research to Build and Present Knowledge
Standard: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Access Point
Identify various sources that can be used to gather information (e.g., library books, magazines, Internet) or to answer questions (e.g., how do we find out).
Essential Understandings
• Identify the purpose or use of common resources (e.g., Here is an atlas. Let's look through the pages. What would I find in an atlas?). • Match a source to answer a question (e.g., which source gives me information about maps of the United States?).
Access Point
Use provided illustrations or visual displays to gain information on a topic.
Essential Understandings
• Identify the visual that can be used to answer a simple question (e.g., I want to know what color fire trucks are. Which of these pictures will help me do that?).
Access Point
With guidance and support from adults, gather information from provided sources (e.g., highlight, quote or paraphrase from source) to answer a question.
Essential Understandings
• With guidance and support from adults, find sources (e.g., library books, magazines, Internet) that relate to a given informational topic. • With guidance and support from adults, Identify sources (e.g., books, websites) that have information about specific topics
Access Point
With guidance and support from adults, recall information from experiences to answer a question.
Essential Understandings
• With guidance and support from adults, recall information related to shared experiences (e.g., Remember when we went to the zoo, what was your favorite animal?). • With guidance and support from adults, recall information from a recent experience (How did you get to school today?), or a familiar and/or meaningful experience (What is your favorite animal?) to answer a simple question.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions related to the characters, setting, or events in a story using illustrations. The student will recall information from past experiences and relate that experience to a story.

Domain: Writing
Cluster: Research to Build and Present Knowledge
Standard: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Access Point
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
Essential Understandings
• Listen when others are speaking. • Practice turn taking when speaking with others. Stay on topic.

On Computer Lessons	Generalization Lessons	Social Skills
	All lessons	Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Students work on social skills, group participation, attending, and following directions in all teacher-led Generalization lessons.
Social Skills Essential Elements
Students learn appropriate social behaviors using examples and non-examples, video modeling, role-play activities and teacher led lessons designed to promote social interactions.

Domain: Writing
Cluster: Research to Build and Present Knowledge
Standard: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Access Point
With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.
Essential Understandings
• Answer "wh" and "how" questions. • Recognize and express lack of understanding. • Request clarification if something is not understood.
Access Point
Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.
Essential Understandings
• Answer "wh" and "how" questions.

On Computer Lessons	Generalization Lessons	Social Skills
When, Features 2-3, Clues, Visual Comprehension	Getting to Know You, Tell Me About It, Definitions, Yes and No Signs, Sandy Seashore, Riddle Book, Guess My Animal	Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
The student will answer 'wh' questions related to people, places, and things.
Generalization Essential Elements
The student will answer 'wh' questions related to people, places, and things.
Social Skills Essential Elements
The student will ask and answer questions related to the characters, setting, or events in a story using illustrations.

Domain: Writing
Cluster: Research to Build and Present Knowledge
Standard: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Access Point
Ask and answer questions in order to seek help, get information or clarify something that is not understood.
Essential Understandings
• Understand who to ask. • Clarify what they need help with.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Presentation of Knowledge and Ideas
Standard: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Access Point
Describe familiar people, places, things, and events orally or in writing.
Essential Understandings
• Identify a picture of a character that fits the description provided (e.g., show me the young girl wearing the blue dress). • Identify a picture of a setting that fits the description provided (e.g., show me the picture of a city). • Identify a picture of an event that fits the description provided (e.g., show me the picture of a girl hugging a bear). • Add at least one detail to writing or drawing that relates to the character, setting, or event (e.g., Let's look at your picture. What color could you make the girl's dress?). • Select a picture of a familiar person that fits the description provided (e.g., show me a picture of your dad). • Select a picture of a familiar place that fits the description provided (e.g., show me the picture of your house). • Select a picture of an event that fits the description provided (e.g., show me the picture of a you opening your birthday present). • Identify one fact about the person, place, thing, and/or event. • Identify a picture of a familiar person that fits the description provided (e.g., show me a picture of your dad) OR Identify a picture of a familiar place that fits the description provided (e.g., show me the picture of your house) OR • Identify a picture of an event that fits the description provided (e.g., show me the picture of a you opening your birthday present). • Identify one fact about the person, place, thing, and/or event to say in the informational text.
Access Point
With prompting and support, provide additional details to the description or drawing of familiar people, places, things, and events.
Essential Understandings
• Identify a picture of a character that fits the description provided (e.g., show me the young girl wearing the blue dress). • Identify a picture of a setting that fits the description provided (e.g., show me the picture of a city). • Identify a picture of an event that fits the description provided (e.g., show me the picture of a girl hugging a bear). • Add at least one detail to writing or drawing that relates to the character, setting, or event (e.g., Let's look at your picture. What color could you make the

girl's dress?).
- Identify a picture or graphic related to a given topic.
- Add at least one detail to writing or drawing that relates to familiar people, places, things, and/or events (e.g., Let's look at your picture. What color is your house?).

Access Point

Present, orally or in writing, factual information of familiar people, places, things and events.

Essential Understandings

- Identify a picture of a familiar person that fits the description provided (e.g., show me a picture of your dad) OR Identify a picture of a familiar place that fits the description provided (e.g., show me the picture of your house) OR
- Identify a picture of an event that fits the description provided (e.g., show me the picture of a you opening your birthday present).
- Identify one fact about the person, place, thing, and/or event to say in the informational text.

Access Point

Describe a single event or a series of events using drawings or simple sentences.

Essential Understandings

- Identify words to describe an illustration of an event. Sequence a set of illustrations that match a text.
- With guidance and support, to create a simple story (make choices, orally, via drawings, or using written symbols) about a real or imagined experience.

On Computer Lessons	Generalization Lessons	Social Skills
Community Helpers 1-3, Community Places 1-8, People 1-3, Sequencing 1-3, Occupations, Characters, Storybook Characters 1-3, Features 1-3	Howdy Do, Play Dough Families, Helper Puzzles, Name the Helper, Taxi, Around Town, Community Sorting, Real and Pretend Fishing, Guess My Animal, Riddle Book, Storytelling, Where is He or She?	Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements

The student will identify people, community helpers, places in the community, storybook characters, and common occupations. The student will identify features of people, animals, and things. The student will identify what happened first, next, and last in a series of pictures.

Generalization Essential Elements

The student will identify people, places, and things. The student will give detail regarding

attributes and characteristics of people, places, and things.
Social Skills Essential Elements
The student will identify characters, settings, and events in illustrations, will ask and answer questions related to a story and the illustrations in the story.

Domain: Writing
Cluster: Research to Build and Present Knowledge
Standard: Add drawings or other visual displays to descriptions as desired to provide additional detail.

Access Point
Use drawings or visual displays to add detail to written products or oral discussions.
Essential Understandings
• Use drawings to represent writing.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Research to Build and Present Knowledge
Standard: Speak audibly and express thoughts, feelings, and ideas clearly.

Access Point
Orally share information from a selected permanent product or a favorite text.
Essential Understandings
• Select what is to be shared.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Language
Cluster: Conventions of Standard English
Standard: Demonstrate command of the conventions of standard English, grammar, and usage when writing or speaking.

Access Point
Print many upper- and lower letters.
Essential Understandings
• Recognize upper- and lowercase letters. • Print letters from the child's name.
Access Point
Use high frequency nouns in dictating or writing.
Essential Understandings
• Identify high frequency people, places, and things in pictures or in text that may be used for own writing (e.g., show the student a pencil, ask: "What is this?" Student responds "pencil".
Access Point
Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
Essential Understandings
• Imitate modeled examples.
Access Point
Use complete sentences in a shared language activity.
Essential Understandings
• Use appropriate question words when asking a question e.g., who, what, where, when, why, how). • Express thoughts in complete sentences.

On Computer Lessons	Generalization Lessons	Social Skills
Prepositions 1-2, Actions 1-18, Pronouns, People 1-3, Classroom 1-5, Tools 1-2, Insects 1-3, Birds 1-2, Music Instruments 1-3, Aquatic Life 1-6, Wildlife 1-3, Transportation 1-3, Farm 1, Zoo 1-2, Adverbs 1, Contractions 1-5, Plurals 1-5	Beach Ball Questions, Contraction Cube, Thought Bubbles, Story Album, More is Better, Where is He or She? Adverb Acting, What Am I Doing? On the Road In the Air, Am I Coloring, Backpack Fun, Classroom Stamps, Toolbox, Something Is Missing, Wildlife Mural, Insect Walk, Bird Matching, Making Music, Sea Life Treasures, Ocean Collage, Wildlife Mural, Wildlife Fun,	Following the Rules Interpersonal Space Self-Regulation Good Communication

	Farm Animal Songs, Where Are The Animals?	

On-Computer Essential Elements
The student will identify nouns (people, places, things). The student will identify plurals. The student will identify letters and words.
Generalization Essential Elements
The student will identify nouns (people, places, things). The student will identify plurals. The student will identify letters and words.
Social Skills Essential Elements
The student will ask and answer questions related to the characters, setting, or events in a story using illustrations.

Domain: Language
Cluster: Conventions of Standard English
Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Access Point
Capitalize the first word in sentences and the pronoun 'I'.
Essential Understandings
• Identify the first word in a sentence. • Identify the uppercase letter 'I' as being a capital letter.
Access Point
Write a letter or letters for consonant and short-vowel sounds (phonemes).
Essential Understandings
• Identify a letter when given a sound. • Trace letters.

On Computer Lessons	Generalization Lessons	Social Skills
Phonic Starts 1-8 Match: Letter-Case 1-6 First Sound Matching 1-6	Box Top Match, Ride and Read, Mystery Box, Sound Books, Chalk Walk, Book Look, Alphabet Photo Shoot, Carnival Toss, Stand Up Sit Down	

On-Computer Essential Elements
The student will identify initial sounds in words. The student will match the letter to a picture that begins with the given letter. The student will match two pictures that start with the same sound.
Generalization Essential Elements
The student will identify initial sounds in words. The student will match the letter to a picture that begins with the given letter. The student will match two pictures that start with the same sound.
Social Skills Essential Elements

Domain: Language
Cluster: Vocabulary Acquisition and Use
Standard: Demonstrate or clarify the meaning of unknown and multi-meaning words and phrases based on kindergarten reading and content.

Access Point
Identify an affix or inflectional ending for a frequently occurring word.
Essential Understandings
• Identify common inflectional endings in words ("Find the words that mean more than one" – i.e. have an –s or –es at the end). • Identify an affix or inflectional ending for a frequently occurring word. • Identify the meaning of common inflections and affixes.
Access Point
Identify the meaning of common inflections and affixes.
Essential Understandings
• Identify common inflectional endings in words ("Find the words that mean more than one" – i.e. have an –s or –es at the end). • Identify an affix or inflectional ending for a frequently occurring word. Identify the meaning of common inflections and affixes.
Access Point
Use meanings of common inflections and affixes as a clue to the meaning of an unknown word.
Essential Understandings
• Identify common inflectional endings in words ("Find the words that mean more than one" – i.e. have an –s or –es at the end). • Identify an affix or inflectional ending for a frequently occurring word. Identify the meaning of common inflections and affixes.
Access Point
Identify new meanings for familiar words.
Essential Understandings
• Recall the meaning of frequently used nouns. • Identify multiple meaning words up to two grade levels below the student's grade level. • Identify the context in which the unknown word is being used by looking at the text before and after it. • List the possible meanings of an unknown word by using the context (words surrounding the unknown word).

On Computer Lessons	Generalization Lessons	Social Skills
Prepositions 1-2, Actions 1-18, Pronouns, People 1-3, Classroom 1-5, Tools 1-2, Insects 1-3, Birds 1-2, Music	Beach Ball Questions, Contraction Cube, Thought Bubbles, Story Album, More is Better, Where is	

Instruments 1-3, Aquatic Life 1-6, Wildlife 1-3, Transportation 1-3, Farm 1, Zoo 1-2, Adverbs 1, Contractions 1-5, Plurals 1-5	He or She? Adverb Acting, What Am I Doing? On the Road In the Air, Am I Coloring, Backpack Fun, Classroom Stamps, Toolbox, Something Is Missing, Wildlife Mural, Insect Walk, Bird Matching, Making Music, Sea Life Treasures, Ocean Collage, Wildlife Mural, Wildlife Fun, Farm Animal Songs, Where Are The Animals?	

On-Computer Essential Elements
The student will identify words that are plural. The student will identify frequently used nouns.
Generalization Essential Elements
The student will identify words that are plural. The student will identify frequently used nouns.
Social Skills Essential Elements

Domain: Language
Cluster: Vocabulary Acquisition and Use
Standard: With guidance and support from adults, explore word relationships and nuances in word meanings. 5a. Sort common objects into categories (e.g., shapes, foods). 5b. Demonstrate understanding of frequently occurring verbs. 5c. Identify real-life connections between words and their use. 5d. Distinguish shades of meaning among verbs (e.g., note places at school that are colorful).

Access Point
With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
Essential Understandings
• Identify objects to be sorted into categories.
Access Point
With guidance and support, match the opposites for frequently used verbs.
Essential Understandings
• Define commonly used verbs and adjectives.
Access Point
With guidance and support, use newly acquired words in real-life context.
Essential Understandings
• With guidance and support use newly acquired words to answer questions.

On Computer Lessons	Generalization Lessons	Social Skills
Plurals 1-5, Contractions 1-5, Categories 1-7, Match Categories 1-3, Actions 1-18, Concepts 1-6, Adverbs, Comparisons 1-3	Story Album, More is Better, Category Spin, Found It! Glass Half Full, Direction by Category, Comparison Box, Category Tag, The Toy, Categories in Action, Outdoor Adventure, Comparing Objects, Tell Me More, Adverb Acting	

On-Computer Essential Elements
The student will identify common actions and comparisons. The student will compare images and identify adjectives associated to pictures. The student will sort objects into categories.
Generalization Essential Elements

The student will identify and perform a variety of actions. The student will identify and compare objects using adjectives. The student will sort and categorize objects.
Social Skills Essential Elements

Domain: Language
Cluster: Vocabulary Acquisition and Use
Standard: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Access Point
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Essential Understandings
• Draw or identify a picture of familiar words and phrases.
Access Point
With guidance and support, use newly acquired words in real-life context.
Essential Understandings
• With guidance and support use newly acquired words to answer questions.

On Computer Lessons	Generalization Lessons	Social Skills
Match Picture to Word Match Picture to Emotion Match Picture to Phrase	Drawing Recipes	

On-Computer Essential Elements
The student will match word to picture, word to emotion, and phrase to picture.
Generalization Essential Elements
The student will draw a picture or write a sentence related to a newly acquired word, a given topic, or an associated picture.
Social Skills Essential Elements

Domain: Literature
Cluster: Key Ideas and Details
Standard: Ask and answer questions about key details in a text.

Access Point
Answer questions about key details in a story (e.g., who, what, when, where, why).
Essential Understandings
• Answer a simple question about a story. • With prompting and support, answer questions about key details in a story.
Access Point
Answer questions about key details in a story (e.g., who, what, when, where, why).
Essential Understandings
• Answer a simple question about a story. • With prompting and support, answer questions about key details in a story.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions related to the characters, setting, or events in a story using illustrations. The student will identify the characters, setting, and events from a story.

Domain: Literature
Cluster: Key Ideas and Details
Standard: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Access Point
Retell a favorite text, including key details.
Essential Understandings
• Identify events in a familiar story. • Sequence events from a story. • Identify the signal words in a selection from a story (e.g., first, , next, finally, etc…)
Access Point
Use details to tell what happened in a story.
Essential Understandings
• Answer simple questions about a story (i.e. who was in the story? Where does the story take place? What is one thing that happened in the story?) • Retell a familiar story.
Access Point
Retell stories and demonstrate understanding of their central message or lesson.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will read a social story, create their own storybook, and ask and answer key details in the story. The student will identify parts of the book, follow along during reading activities, and will identify what happened first, next, then, and last in the story. The student will identify and describe the characters, setting, and events from a story.

Domain: Literature
Cluster: Key Ideas and Details
Standard: Describe characters, settings, and major events n a story, using key details.

Access Point
Identify events in a familiar story.
Essential Understandings
• Identify the signal words in a selection from a story. • With prompting and support, categorize a set of events in the story by beginning, middle, and end. Answer questions about the beginning, middle and end of a story.
Access Point
Use signal words (e.g., first, next, after, before) and key text details to describe the events of a story.
Essential Understandings
• Identify events in a familiar story. • Identify the signal words in a selection from a story. • With prompting and support, categorize a set of events in the story by beginning, middle, and end.
Access Point
Identify and/or describe characters from a story.
Essential Understandings
• Answer a simple question about a character in the story (i.e. Who was a person/animal in this story?) • Answer specific questions about a character (i.e. What does the character look like?)
Access Point
Identify and/or describe a major event from a story.
Essential Understandings
• With prompting and support, identify the problem of the story. • With prompting and support, identify the solution to the problem in the story.
Access Point
Answer questions regarding key events of stories.
Essential Understandings
• With prompting and support, identify the problem of the story. • With prompting and support, identify the solution to the problem in the story.
Access Point
Identify and/or describe a setting in a story.
Essential Understandings
• Given a list of literary elements (a character, a setting, events), identify which choice represents the setting.
Access Point
Describe feelings of characters.

Essential Understandings
• Answer a simple question about a character in the story (i.e. Who was a person/animal in this story?) • Answer specific questions about a character (i.e. What does the character look like?)

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will read a social story, create their own storybook, and ask and answer key details in the story. The student will identify parts of the book, follow along during reading activities, and will identify what happened first, next, then, and last in the story. The student will identify and describe the characters, setting, and events from a story.

Domain: Literature
Cluster: Craft and Structure
Standard: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Access Point
Ask questions to help determine or clarify the meaning of words in a text that suggest feelings or appeal to the senses.
Essential Understandings
• Identify an unknown word. • Identify descriptive words that suggest feelings (sad, happy, scared, etc.).
Access Point
Answer questions to help determine or clarify the meaning of words in a text that suggest feelings or appeal to the senses.
Essential Understandings
• Identify an unknown word. • Answer questions about feelings in the story or poem.
Access Point
Ask questions to help determine or clarify the meaning of phrases in a text that suggest feelings or appeal to the senses.
Essential Understandings
• Identify unknown phrases. • Identify clue words.
Access Point
Answer questions to help determine or clarify the meaning of phrases in a text that suggest feelings or appeal to the senses.
Essential Understandings
• Identify unknown phrases. • Identify clue words. • Identify phrases that express feelings.

On Computer Lessons	Generalization Lessons	Social Skills
Match Word to Emotion Match Word to Phrase Match Picture to Word	Drawing Recipes	

On-Computer Essential Elements
The student will match word to picture, word to emotion, and phrase to picture.
Generalization Essential Elements
The student will identify and use descriptive words and add words to describe or label pictures.

Social Skills Essential Elements

Domain: Literature
Cluster: Craft and Structure
Standard: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Access Point
Read books to examine how certain genres are written (e.g., to tell stories or give information).
Essential Understandings
• Given two types of text (a literary text and informational text), choose which one represents a literary text. • With prompting and support, answer simple questions about the difference between literary texts and informational texts (e.g., Which type of text tells us a story).
Access Point
Identify the purpose of storybooks and informational text.
Essential Understandings
• Given two types of text (a literary text and informational text), choose which one represents a literary text. • With prompting and support, answer simple questions about the difference between literary texts and informational texts (e.g., Which type of text tells us a story).

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Literature
Cluster: Craft and Structure
Standard: Identify who is telling the story at various points in a text.

Access Point
Identify different points of view different characters in a story. (e.g., who thinks it is a bad idea to play a joke on a friend?)
Essential Understandings
• Identify the main character of a story. • Identify the character telling the story. • Match dialogue, thoughts, and actions to each character in a story.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will identify the characters, setting, and events from a story.

Domain: Literature
Cluster: Integration of Knowledge and Ideas
Standard: Use illustrations and details in a story to describe its characters, setting, or events.

Access Point
Use text features to aid comprehension.
Essential Understandings
• With prompting and support, answer simple questions about an illustration in the story as it pertains to a character, setting, or event.
Access Point
Use key illustrations in the story to describe the story's characters, settings or events.
Essential Understandings
• Answer simple questions about an illustration in the story (i.e. Who is in this illustration? What is he/she doing?)
Access Point
Use illustrations and details in a story to describe its characters, setting or events.
Essential Understandings
• With prompting and support, answer simple questions about an illustration in the story as it pertains to a character, setting, or event.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions related to the characters, setting, or events in a story using illustrations.

Domain: Literature
Cluster: Integration of Knowledge and Ideas
Standard: Compare and contrast the adventures and experiences of characters in stories.

Access Point
Compare and contrast (what is the same and what is different) the experiences of characters in stories.
Essential Understandings
• Identify the character in the story. • Identify experiences of characters in a story (i.e. Bill is sad because he has no friends. Darren asks Bill to be his friend.).
Access Point
Compare and contrast the adventures of characters in stories.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will identify the characters, setting, and events from a story.

Domain: Literature
Cluster: Range of Reading and Level of Text Complexity
Standard: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Access Point
Choose narrative text (e.g., prose, poetry, story) or adapted text to read and reread, listen to o view for a variety of purposes.
Essential Understandings
• Know where to find texts (library, classroom library, computer, audio tapes, etc…) • Choose a text to "read" for leisure purposes.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Informational Text
Cluster: Key Ideas and Details
Standard: Ask and answer questions about key details in a text.

Access Point
Answer questions about key details in a text read, read aloud, or viewed.
Essential Understandings
• Identify photo, diagram, or graphic on a page of informational text. • Answer simple questions about key details from the text. • Identify photo, diagram, or graphic on a page of informational text.
Access Point
Ask questions about key details in a text read, read aloud, or viewed.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Informational Text
Cluster: Key Ideas and Details
Standard: Identify the main topic and retell key details of a text.

Access Point
Discuss key details and the main topic of a preferred text.
Essential Understandings
• Find key details of a text. • Find the main topic of text.
Access Point
Identify the main topic of an informational text.
Essential Understandings
• Answer a simple question about the main topic of an informational text.
Access Point
Retell/identify key details in an informational text.
Essential Understandings
• Identify photo, diagram, or graphic on a page of informational text. • Identify key details from the text based on a photo, diagram, or graphic. • Answer simple questions about key details from the text.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions related to the characters, setting, or events in a story using illustrations. The student will identify a common theme or key details in a story.

Domain: Informational Text
Cluster: Key Ideas and Details
Standard: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Access Point
Describe the connection between two individuals in a text.
Essential Understandings
• Answer simple questions about an individual event, idea, or piece of information. • Identify connections between two individuals, events, or pieces of information.
Access Point
Describe the connection between events in a text.
Access Point
Describe the connection between pieces of information in a text.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions related to the characters, setting, or events in a story using illustrations. The student will identify the relationship between the story and the illustrations.

Domain: Informational Text
Cluster: Craft and Structure
Standard: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Access Point
Ask questions to help determine or clarify the meaning of words in a text.
Essential Understandings
• Identify an unknown word. • Identify word parts. • Identify similar words. • Identify context clues.
Access Point
Answer questions to help determine or clarify the meaning of words in a text.
Essential Understandings
• Identify an unknown word. • Identify word parts. • Identify similar words. • Identify context clues.
Access Point
Ask questions to help determine or clarify the meaning of phrases in a text.
Essential Understandings
• Identify an unknown phrase. • Identify context clues within the text.
Access Point
Answer questions to help determine or clarify the meaning of phrases in a text.
Essential Understandings
• Identify an unknown phrase. • Identify context clues within the text.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will read a social story, create their own storybook, and ask and answer

key details in the story. The student will identify parts of the book, follow along during reading activities, and will identify what happened first, next, then, and last in the story. The student will use context clues to identify the emotions of the characters in the story.

Domain: Informational Text
Cluster: Craft and Structure
Standard: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Access Point
Identify text features to aid comprehensinos.
Essential Understandings
• Identify various text features (e.g., bold text, titles) within informational text. • Locate key facts and information using text features.
Access Point
Use text features to aid comprehension.
Essential Understandings
• With prompting and support, answer simple questions about an illustration in the story as it pertains to a character, setting, or event.
Access Point
Identify and use various text features (e.g., bold, text, titles) to locate key facts or information in a text.
Essential Understandings
• Identify various text features (e.g., bold text, titles) within informational text. • Locate key facts and information using text features.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions about the characters, setting, or events in a story.

Domain: Informational Text
Cluster: Craft and Structure
Standard: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Access Point
Identify the information provided by pictures or other illustrations in a text.
Essential Understandings
• Identify a photo/diagram/graphic in an informational text. • Differentiate a photo/diagram/graphic from the caption describing it.
Access Point
Identify the information provided by words in a text.
Access Point
Compare and contrast the information provided by pictures or other illustrations.
Access Point
Compare and contrast the information provided by words in a text.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions about the characters, setting, or events in a story.

Domain: Informational Text
Cluster: Integration of Knowledge and Ideas
Standard: Use the illustrations and details in a text to describe its key ideas.

Access Point
Use the photos, diagrams or graphics in a text to describe or identify its key ideas.
Essential Understandings
• Identify a photo/diagram/graphic in an informational text. • Differentiate a photo/diagram/graphic from the caption describing it.
Access Point
Use the details in a text to describe its key ideas.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Informational Text
Cluster: Integration of Knowledge and Ideas
Standard: Identify the reasons an author gives to support points in a text.

Access Point
Identify the facts and details an author gives to support points in a text.
Essential Understandings
• Identify a fact in an informational text. • Identify a detail linked to a fact in an informational text.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Informational Text
Cluster: Integration of Knowledge and Ideas
Standard: Identify the basic similarities in and differences between two texts on the same topic.

Access Point
Identify basic similarities in two texts on the same topic.
Essential Understandings
• Identify what is the same and what is different for two similar images or photographs. • Identify the topic of a text.
Access Point
Identify basic differences between two texts on the same topic.

On Computer Lessons	Generalization Lessons	Social Skills
Same and Different 1-2	Same or Different Sort	Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
The student will identify two pictures that are the same or different.
Generalization Essential Elements
The student will identify two pictures or objects that are the same and different and provide rationale as to why the pictures or objects are similar or different.
Social Skills Essential Elements
The student will ask and answer questions related to the characters, setting, or events in a story using illustrations.

Domain: Informational Text
Cluster: Range of Reading and Level of Text Complexity
Standard: With prompting and support, read informational texts appropriately complex for grade 1.

Access Point
Choose text of increasing complexity to read and reread, listen to or view for informational purposes (e.g., to answer questions; understand the world around them).
Essential Understandings
• Know where to find texts (library, classroom library, computer, audio tapes, etc…) • Choose a text for informational purposes.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Foundational Skills
Cluster: Print Concepts
Standard: Demonstrate understanding of the organization and basic features of print. 1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Access Point
Recognize the distinguishing features of a sentence (e.g., ending punctuation).
Essential Understandings
• Recognize that a sentence begins with a capital letter. Recognize that proper nouns are capitalized in a sentence. • Recognize sentences end in punctuation.
Access Point
Recognize the distinguishing features of a sentence (e.g., first word, capitalization).
Essential Understandings
• Recognize that a sentence begins with a capital letter. • Recognize sentences end with punctuation (., ?, !).

On Computer Lessons	Generalization Lessons	Social Skills
Punctuation	Red Light Grammar Light	

On-Computer Essential Elements
The student will identify common punctuation marks.
Generalization Essential Elements
The student will identify and use common punctuation marks.
Social Skills Essential Elements

Domain: Foundational Skills
Cluster: Phonological Awareness
Standard: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 2a. Distinguish long from short vowel sounds in spoken single-syllable words 2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Access Point
Identify long or short vowel sounds in spoken single-syllable words.
Essential Understandings
• Imitate phonemes. • Blend phonemes into words.
Access Point
Produce single-syllable words by blending the individual sounds (phonemes) together, including consonant blends.
Essential Understandings
• Imitate initial consonant sounds.
Access Point
Isolate and/or produce initial sound in consonant-vowel-consonant (CVC) words.
Essential Understandings
• Imitate medial vowel sounds.
Access Point
Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.
Essential Understandings
• Imitate the final consonant sounds.
Access Point
Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.
Essential Understandings
• Imitate individual phoneme sounds. • Imitate individual phoneme sounds from given single-syllable words.
Access Point
Orally produce the complete sequence of individual sounds (phonemes) in single-syllable words.
Essential Understandings
• Imitate vowel sounds. • Distinguish long and short vowel sounds.

On Computer Lessons	Generalization Lessons	Social Skills

Phonic Starts 1-8 Match: Letter-Case 1-6 First Sound Matching 1-6	Box Top Match, Ride and Read, Mystery Box, Sound Books, Chalk Walk, Book Look, Alphabet Photo Shoot, Carnival Toss, Stand Up Sit Down	

On-Computer Essential Elements
The student will identify initial sounds in words. The student will match the letter to a picture that begins with the given letter. The student will match two pictures that start with the same sound.
Generalization Essential Elements
The student will identify initial sounds in words. The student will identify the letter that a picture begins with the given letter. The student will identify two objects that start with the same sound.
Social Skills Essential Elements

Domain: Foundational Skills
Cluster: Phonics and Word Recognition
Know and apply grade-level phonics and word analysis skills in decoding words. • 3a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). 3b. Decode regularly spelled one-syllable words. • 3c. Know final -e and common vowel team conventions for representing long vowel sounds. • 3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 3e. Decode two-syllable words following basic patterns by breaking the words into syllables. • 3f. Read words with inflectional endings. • 3g. Recognize and read grade-appropriate irregularly spelled words.

Access Point
Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when sounded out).
Essential Understandings
• Imitate common consonant digraphs (e.g., ch, sh, th, etc….)
Access Point
Decode regularly spelled consonant-vowel-consonant (CVC), CV and VC words.
Essential Understandings
• Imitate phonemes. • Produce/identify individual phonemes.
Access Point
Recognize silent e as the reason the vowel sound is a long vowel sond in a word.
Essential Understandings
• Recognize vowels in words. • Distinguish long and short vowels.
Access Point
Determine the number of syllables in a printed word based on knowledge that every syllable must have a vowel sound.
Essential Understandings
• Imitate words that end in "s", "ing", "ed". • Locate the endings on words. • Locate words in text that contain inflectional endings.
Access Point
Recognize and produce two-syllable words by using knowledge of how to break words into syllables.
Essential Understandings
• Imitate irregularly spelled words (your, to, was, the, etc….) • Find irregularly spelled words in texts.
Access Point

Read or identify frequently occurring words with inflectional endings.
Access Point
Recognize and produce grade-appropriate irregularly spelled words.

On Computer Lessons	Generalization Lessons	Social Skills
Plurals	More is Better, Story Album	

On-Computer Essential Elements
The student will identify the plural form of common nouns.
Generalization Essential Elements
The student will identify the plural form of common nouns and identify groups containing more or less.
Social Skills Essential Elements

Domain: Foundational Skills
Cluster: Fluency
Read with sufficient accuracy and fluency to support comprehension. • 4a. Read grade-level text with purpose and understanding. • 4b. Read grade-level text orally with accuracy, appropriate rate, and expression. • 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Access Point
Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
Essential Understandings
• Imitate from a model self-monitoring strategies.
Access Point
Read grade-level text with accuracy and appropriate rate on successive attempts.
Essential Understandings
• Read grade-level words. • Increase fluency (accuracy and speed) when reading grade-level words.
Access Point
Read grade-level text with accuracy, appropriate rate and expression (when applicable) on successive readings.
Essential Understandings
• Read grade-level words. • Increase fluency (accuracy and speed) when reading words in text. • Read with expression (e.g., intonation, stopping at punctuation).

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Text Types and Purposes
Standard: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Access Point
Use descriptions and details of familiar people, places, things and events to support an opinion.
Essential Understandings
• Select a picture of a familiar person that fits the description provided (e.g., show me a picture of your favorite athlete). • Select a picture of a familiar place that fits the description provided (e.g., show me the picture of your favorite restaurant). • Select a picture of an event that fits the opinion provided (e.g., show me the picture of fans cheering your favorite sports team). • Identify at least one reason about the person, place, thing, and/or event to support an opinion.
Access Point
Write, draw or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.
Essential Understandings
• State an opinion on a topic (e.g., recess is important). • Select a related or relevant subject to the topic (e.g., Recess: happy kids having fun on a playground).
Access Point
Organize an opinion piece starting with a topical or opinion statement followed by reasons.
Essential Understandings
• Decide on a topic for an opinion piece. • Determine an opinion for an opinion piece. • Determine a reason for an opinion.
Access Point
Write an opinion piece that includes a sense of closure.
Essential Understandings
• Decide on a topic for an opinion piece. • Determine an opinion for an opinion piece. • Determine a reason for an opinion.

On Computer Lessons	Generalization Lessons	Social Skills
Community Helpers 1-3, Community Places, People 1-2, Sequencing 1-3,	Howdy Do, Play Dough Families, Helper Puzzles, Name the Helper, Taxi,	Following the Rules Interpersonal Space Self-Regulation

Occupations, Characters, Storybook Characters 1-3, Features 1-3, Pronouns, Sequencing 1-3	Around Town, Community Sorting, Real and Pretend Fishing, Guess My Animal, Riddle Book, Storytelling, Where is He or She?	Good Communication

On-Computer Essential Elements
The student will identify common people and places.
Generalization Essential Elements
The student will identify common people and places.
Social Skills Essential Elements
The student will read a social story, create their own storybook, and ask and answer key details in the story. The student will identify parts of the book, follow along during reading activities, and will identify what happened first, next, then, and last in the story.

Domain: Writing
Cluster: Text Types and Purposes
Standard: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Access Point
Write simple statements that name a topic and supply some facts about the topic.
Essential Understandings
• Create an informational text (drawing, drawing with scribbles, letter-like forms, letter, and/or words) that focuses on one informational topic. • Create an informational text (drawing, drawing with scribbles, letter-like forms, letter, and/or words) about an informational topic that includes at least one fact about the topic.
Access Point
Provide a concluding statement or section to a permanent product
Essential Understandings
• Identify a concluding sentence or section for a provided simple informational text.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will read a social story, create their own storybook, and ask and answer key details in the story. The student will identify parts of the book, follow along during reading activities, and will identify what happened first, next, then, and last in the story.

Domain: Writing
Cluster: Text Types and Purposes
Standard: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Access Point
Describe orally or in writing a single event or series of events that includes details about what happened.
Essential Understandings
• Identify a word that represents the focus of a provided text. • Identify a title for a provided story.
Access Point
When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, next).
Essential Understandings
• Identify words to describe an illustration of an event. • Sequence a set of illustrations that match a text. • With guidance and support, create a simple story (make choices, orally, via drawings, or using written symbols) about a real or imagined experience.
Access Point
Write a narrative that includes a sense of closure.
Essential Understandings
• Identify an ending to a provided story.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will read a social story, create their own storybook, and ask and answer key details in the story. The student will identify parts of the book, follow along during reading activities, and will identify what happened first, next, then, and last in the story.

Domain: Writing
Cluster: Production and Distribution of Writing.
Standard: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Access Point
With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen writing.
Essential Understandings
• With guidance and support from the teacher, revise a drawing by adding one or more details to the text (e.g., Here is a drawing of a person. He has a nose on his face. Here is your drawing. Put a nose on the face in your drawing.). • Match picture that represents the feedback provided about original picture ("Look at our first picture of the house. It was missing a door and windows. Which new picture has a house with doors and windows added?"). • Revise a drawing/writing by adding one or more details to the text.
Access Point
With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.
Essential Understandings
• With guidance and support from the teacher, revise a drawing/writing by adding to the details in the story (e.g., Here is a drawing of a person. He has a nose on his face. Here is your drawing. Put a nose on the face in your drawing.).
Access Point
With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
Essential Understandings
• Match picture that represents the feedback provided about original picture ("Look at our first picture of the house. It was missing a door and windows. Which new picture has a house with doors and windows added?"). • Revise a drawing/writing by adding one or more details to the text.
Access Point
With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.
Essential Understandings
• Match picture that represents the feedback provided about original picture ("Look at our first picture of the house. It was missing a door and windows. Which new picture has a house with doors and windows added?"). • With guidance and support from the teacher, revise a drawing by adding one or more details to the text (e.g., Here is a drawing of a person. He has a nose on his face. Here is your drawing. Put a nose on the face in your drawing.). • Match picture that represents the feedback provided about original picture ("Look at our first picture of the house. It was missing a door and windows. Which new picture has a house with doors and windows added?").

Access Point
With guidance and support from adults, work with a peer to evaluate a permanent product.
Essential Understandings
• With guidance and support, identify a topic for an informational text.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Production and Distribution of Writing.
Standard: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Access Point
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaborating with peers.
Essential Understandings
• With guidance and support from adults, explore a variety of digital tools.
Access Point
With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.
Essential Understandings
• With guidance and support from adults, explore a variety of digital tools.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Research to Build and Present Knowledge
Standard: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

Access Point
Participate in shared research to gather information about a topic (e.g., drawings, visuals, labels).
Essential Understandings
• With guidance and support, identify a topic for an informational text. • With guidance and support, find resources (e.g. books, websites, etc.) to further inform the writer about the topic. • With guidance and support, work with a peer to complete a simple project.
Access Point
Participate in a shared writing project to produce a product to represent the groups research.
Essential Understandings
• Identify ideas for a story that matches a stimulus (e.g., photo, picture). OR • Express an opinion in response to ideas shared by others in reference to shared writing project.
Access Point
Generate ideas and/or opinions when participating in shared writing projects.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Research to Build and Present Knowledge
Standard: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Access Point
Engage in small or large group discussion of texts or topics presented orally or through other media.
Essential Understandings
• With prompting and support, engage in discussions. • Stay on topic of discussion.
Access Point
Answer questions about key details orally or through other media.
Essential Understandings
• Answer a simple question about a story. • With prompting and support, answer questions about key details in a story.
Access Point
Ask questions about key details in a story or information orally or through other media.
Essential Understandings
• Ask simple questions about a story. • With prompting and support, answer questions about key details in a story.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions related to the characters, setting, or events in a story using illustrations.

Domain: Writing
Cluster: Research to Build and Present Knowledge
Standard: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Access Point
With guidance and support from adults, recall information from experiences to answer a question.
Essential Understandings
• With guidance and support from adults, recall information from a recent experience (How did you get to school today?), or a familiar and/or meaningful experience (What is your favorite animal?) to answer a simple question. • With guidance and support from adults, recall information related to shared experiences (e.g., Remember when we went to the zoo, what was your favorite animal?).
Access Point
Utilize various sources (e.g., word wall, book talks, visuals/images, Internet) that are provided to gather information in order to answer questions (how do we find out?).
Essential Understandings
• Identify the purpose or use of common resources (e.g., Here is an atlas. Let's look through the pages. What would I find in an atlas?). • Match a source to answer a question (e.g., which source gives me information about maps of the United States?).
Access Point
Use illustrations and details in a text to obtain facts and compose information on a topic.
Essential Understandings
• Identify the visual that can be used to answer a simple question (e.g., I want to know what color fire trucks are. Which of these pictures will help me do that?). • Use provided illustrations or visual displays to gain information on a topic.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions related to the characters, setting, or events

in a story using illustrations.

Domain: Writing
Cluster: Research to Build and Present Knowledge
Standard: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Access Point
Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
Essential Understandings
• Understand who to ask. • Clarify what they need help with.
Access Point
Answer questions about what a speaker says.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Research to Build and Present Knowledge
Standard: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Access Point
Engage in small or large group discussion of texts or topics presented orally or through other media.
Essential Understandings
• With prompting and support, engage in discussions. • Stay on topic of discussion.
Access Point
Answer questions about key details orally or through other media.
Essential Understandings
• Answer a simple question about a story. • With prompting and support, answer questions about key details in a story.
Access Point
Ask questions about key details in a story or information orally or through other media.
Essential Understandings
• Ask simple questions about a story. • With prompting and support, answer questions about key details in a story.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions related to the characters, setting, or events in a story using illustrations.

Domain: Writing
Cluster: Presentation of Knowledge and Ideas
Standard: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Access Point
Retell a text, including key details.
Essential Understandings
• Answer simple questions about a story (i.e. who was in the story? Where does the story take place? What is one thing that happened in the story?) • Retell a familiar story.
Access Point
Describe factual information about people, places, things and events with relevant details orally or in writing.
Essential Understandings
• Identify a picture of a familiar person that fits the description provided (e.g., show me a picture of your dad). • Identify a picture of a familiar place that fits the description provided (e.g., show me the picture of your house). • Identify a picture of an event that fits the description provided (e.g., show me the picture of a you opening your birthday present). • Identify at least one fact about the person, place, thing, and/or event to say in the informational text.
Access Point
Present, orally or in writing, factual information of familiar people, places, things, and events describing subtopics of larger topics.
Essential Understandings
• Identify a picture of a familiar person that fits the description provided (e.g., show me a picture of your dad). • Identify a picture of a familiar place that fits the description provided (e.g., show me the picture of your house). • Identify a picture of an event that fits the description provided (e.g., show me the picture of a you opening your birthday present). • Identify at least one fact about the person, place, thing, and/or event to say in the informational text.
Access Point
Describe ideas about familiar people, places, things and events with details orally or in writing.
Essential Understandings
• Identify a picture of a character that fits the description provided (e.g., show me the young girl wearing the blue dress). • Identify a picture of a setting that fits the description provided (e.g., show me the picture of a city). • Identify a picture of an event that fits the description provided (e.g., show me the

picture of a girl hugging a bear). • Add at least one detail to writing or drawing that relates to the character, setting, or event (e.g., Let's look at your picture. What color could you make the girl's dress?).
Access Point
Describe people, places, things and events with relevant details.
Essential Understandings
• Identify a picture of a character that fits the description provided (e.g., show me the young girl wearing the blue dress). • Identify a picture of a setting that fits the description provided (e.g., show me the picture of a city). • Identify a picture of an event that fits the description provided (e.g., show me the picture of a girl hugging a bear). • Add at least one detail to writing or drawing that relates to the character, setting, or event (e.g., Let's look at your picture. What color could you make the girl's dress?).
Access Point
Describe a single event or a series of events that includes details about what happened orally or in writing.
Essential Understandings
• Identify words to describe an illustration of an event. • Sequence a set of illustrations that match a text. • With guidance and support, create a simple story (make choices, orally, via drawings, or using written symbols) about a real or imagined experience.
Access Point
Describe familiar people, places, things and events with details orally or in writing.
Essential Understandings
• Select a picture of a familiar person that fits the description provided (e.g., show me a picture of your favorite athlete). • Select a picture of a familiar place that fits the description provided (e.g., show me the picture of your favorite restaurant). • Select a picture of an event that fits the opinion provided (e.g., show me the picture of fans cheering your favorite sports team). • Identify at least one reason about the person, place, thing, and/or event to support an opinion.

On Computer Lessons	Generalization Lessons	Social Skills
Community Helpers 1-3, Community Places, People 1-2, Sequencing 1-3, Occupations, Characters, Storybook Characters 1-3, Features 1-3, Pronouns,	Howdy Do, Play Dough Families, Helper Puzzles, Name the Helper, Taxi, Around Town, Community Sorting, Real and Pretend Fishing, Guess My Animal,	Following the Rules Interpersonal Space Self-Regulation Good Communication

Sequencing 1-3	Riddle Book, Storytelling, Where is He or She?	

On-Computer Essential Elements
The student will identify people, community helpers, places in the community, storybook characters, and common occupations. The student will identify features of people, animals, and things. The student will identify what happened first, next, and last in a series of pictures. The student will identify the sequence events (first, next, last) in a series of pictures.
Generalization Essential Elements
The student will identify people, places, and things. The student will give detail regarding attributes and characteristics of people, places, and things.
Social Skills Essential Elements
The student will identify characters, settings, and events in illustrations, will ask and answer questions related to a story and the illustrations in the story.

Domain: Writing
Cluster: Presentation of Knowledge and Ideas
Standard: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Access Point
Use drawings or visual displays to add detail to written products or oral discussions
Essential Understandings
• Use drawings to represent writing. • Add letters and/or letter sounds to drawings.

On Computer Lessons	Generalization Lessons	Social Skills
Letters 1-12, Phonic Starts 1-6	Clayphabet, Letter Freeze, Backward Chalkboard, Name Puzzle, Letter Acting, Scribble Station, Box Top Match, Ride and Read, Mystery Box, Sound Books	Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
The student will identify upper- and lowercase letters. The student will identify the beginning sounds in pictures.
Generalization Essential Elements
The student will identify and use letters in drawings and writings.
Social Skills Essential Elements
The student will create a drawing or compose a writing related to a topic.

Domain: Writing
Cluster: Presentation of Knowledge and Ideas
Standard: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3)

Access Point
Engage in small or large group discussions by sharing one's own writing.
Essential Understandings
• With prompting and support, engage in discussions about writing. • Stay on topic of discussion.
Access Point
Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.
Essential Understandings
• Dictate words that are appropriate to a task or situation.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will remain on topic and engage in discussions and writing activities related to a familiar or relatable story.

Domain: Language
Cluster: Conventions of Standard English
Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Access Point
Use frequently occurring nouns in speaking or writing.
Essential Understandings
• Identify high frequency people, places, and things in pictures or in text that may be used for own writing (e.g., show the student a pencil, ask: "What is this?" Student responds "pencil".
Access Point
Print upper- and lowercase letters.
Essential Understandings
• Recognize upper- and lowercase letters. • Print familiar letters (e.g., child's name).
Access Point
Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) in writing or speaking.
Essential Understandings
• Use personal pronouns to describe self (I, me, my). • Use personal, possessive, and indefinite pronouns in speaking.
Access Point
Use frequently occurring adjectives in speaking or writing.
Essential Understandings
• Identify nouns in writing. • Identify adjectives (words that describe nouns) in writing.
Access Point
Use singular and plural nouns with matching verbs in basic sentences when speaking or writing.
Essential Understandings
• Identify nouns in a sentence. • Identify verbs in a sentence. • Identify the correct verb to correspond with the singular noun (e.g. Bob writes.). Identify the correct verb to correspond with the plural noun (e.g. Bob and Mark write.).
Access Point
Use verbs to convey a sense of past, present or future in writing or speaking.
Essential Understandings
• Identify a verb. • Identify if the verb represents past, present or future tense.
Access Point
Use frequently occurring prepositions (e.g., on, in) in speaking or writing.

Essential Understandings
• Identify frequently occurring prepositions (e.g. on, in) in text. • Use frequently occurring prepositions when dictating stories or information.
Access Point
Use frequently occurring conjunctions (e.g., and, but, or, so, because) in speaking or writing.
Essential Understandings
• Identify frequently occurring conjunctions (e.g., and, but, or, so, because). • Use frequently occurring conjunctions when dictating stories or information.
Access Point
Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.
Essential Understandings
• Complete sentences in a shared language activity when provided choices. • Complete simple declarative sentences when provided choices. • Complete simple interrogative, imperative, and exclamatory sentences when provided choices.

On Computer Lessons	Generalization Lessons	Social Skills
Prepositions 1-2, Actions 1-18, Pronouns, People 1-3, Classroom 1-5, Tools 1-2, Insects 1-3, Birds 1-2, Music Instruments 1-3, Aquatic Life 1-6, Wildlife 1-3, Transportation 1-3, Farm 1, Zoo 1-2, Adverbs 1, Contractions 1-5, Plurals 1-5	Beach Ball Questions, Contraction Cube, Thought Bubbles, Story Album, More is Better, Where is He or She? Adverb Acting, What Am I Doing? On the Road In the Air, Am I Coloring, Backpack Fun, Classroom Stamps, Toolbox, Something Is Missing, Wildlife Mural, Insect Walk, Bird Matching, Making Music, Sea Life Treasures, Ocean Collage, Wildlife Mural, Wildlife Fun, Farm Animal Songs, Where Are The Animals?	

On-Computer Essential Elements
The student will identify upper- and lowercase letters. The student will identify common actions (verbs) and common nouns. The student will identify pronouns. The students will identify common prepositions.
Generalization Essential Elements

The student will identify and use upper- and lowercase letters in their writings. The student will identify and use common actions (verbs) and common nouns. The student will identify and use pronouns. The students will identify and use common prepositions.

Social Skills Essential Elements

Domain: Language
Cluster: Conventions of Standard English
Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Access Point
Use end punctuation for sentences.
Essential Understandings
• Identify different types of ending punctuation (period, exclamation mark, question mark). • Match the correct punctuation to declarative, interrogative, and exclamatory sentences.
Access Point
Use capitalization of first words in sentences, pronoun "I", dates and names of people
Essential Understandings
• Identify the first word in a sentence. • Identify a word that should be capitalized that is not (i.e., first word in sentence, the pronoun "I", dates, and names of people). • Capitalize the first word in a sentence. Capitalize the pronoun "I". • Capitalize names of people. • Capitalize days of the week and months of the year.
Access Point
Use conventional spelling for words with common spelling patterns.
Essential Understandings
• Recognize sound patterns (e.g., ai, ay, ee, ea, etc…)

On Computer Lessons	Generalization Lessons	Social Skills
Punctuation	Red Light, Grammar Light	

On-Computer Essential Elements
The student will identify common punctuation marks
Generalization Essential Elements
The student will identify and use common punctuation marks.
Social Skills Essential Elements

Domain: Language
Cluster: Vocabulary Acquisition and Use
Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

Access Point
Use frequently occurring affixes as a clue to determine the meaning of the word.
Essential Understandings
• Identify common inflectional endings in words ("Find the words that mean more than one" – i.e. have an –s or –es at the end). • Identify an affix or inflectional ending for a frequently occurring word. Identify the meaning of common inflections and affixes.
Access Point
Use context within a sentence as a clue to determine the meaning of a word or phrase.
Essential Understandings
• Recall the meaning of frequently used nouns. • Identify multiple meaning words up to two grade levels below the student's grade level. • Identify the context in which the unknown word is being used by looking at the text before and after it. • List the possible meanings of an unknown word by using the context (words surrounding the unknown word). • Use a dictionary to verify the meaning guessed by using the surrounding words.

On Computer Lessons	Generalization Lessons	Social Skills
Prepositions 1-2, Actions 1-18, Pronouns, People 1-3, Classroom 1-5, Tools 1-2, Insects 1-3, Birds 1-2, Music Instruments 1-3, Aquatic Life 1-6, Wildlife 1-3, Transportation 1-3, Farm 1, Zoo 1-2, Adverbs 1, Contractions 1-5, Plurals 1-5	Beach Ball Questions, Contraction Cube, Thought Bubbles, Story Album, More is Better, Where is He or She? Adverb Acting, What Am I Doing? On the Road In the Air, Am I Coloring, Backpack Fun, Classroom Stamps, Toolbox, Something Is Missing, Wildlife Mural, Insect Walk, Bird Matching, Making Music, Sea Life Treasures, Ocean Collage, Wildlife Mural, Wildlife Fun, Farm Animal Songs, Where Are The Animals?	

On-Computer Essential Elements

The student will identify words that are plural. The student will identify frequently used nouns.
Generalization Essential Elements
The student will identify words that are plural. The student will identify frequently used nouns.
Social Skills Essential Elements

Domain: Language
Cluster: Vocabulary Acquisition and Use
Standard: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Access Point
With guidance and support, identify the category for a given word (e.g., a duck is a bird).
Essential Understandings
• Identify objects to be sorted into categories.
Access Point
With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
Essential Understandings
• Identify objects to be sorted into categories.
Access Point
With guidance and support from adults, sort words or picture cards with words into categories.
Essential Understandings
• Identify objects to be sorted into categories.
Access Point
With guidance and support, use newly acquired words in real-life context.
Essential Understandings
• With guidance and support use newly acquired words to answer questions.

On Computer Lessons	Generalization Lessons	Social Skills
Categories 1-7 Match Categories 1-2	Category Spin, Found It! Direction by Category, Category Tag, the Toy, Categories in Action	

On-Computer Essential Elements
The student will match objects to the appropriate category and identify objects associated to specific categories.
Generalization Essential Elements
The student will match objects to the appropriate category and identify objects associated to specific categories.
Social Skills Essential Elements

Domain: Language
Cluster: Vocabulary Acquisition and Use
Standard: Use words and phrases acquired through conversations, reading frequently occurring conjunctions to signal simple relationships (because she likes that).

Access Point
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Essential Understandings
• Draw or identify a picture of familiar words and phrases. • Write or dictate newly acquired words.
Access Point
With guidance and support, use newly acquired words in real-life context.
Essential Understandings
• With guidance and support use newly acquired words to answer questions.
Access Point
Use frequently occurring conjunctions to signal simple relationships.
Essential Understandings
• Identify frequently used conjunctions in a text.

On Computer Lessons	Generalization Lessons	Social Skills
Match Picture to Word Match Picture to Emotion Match Picture to Phrase	Drawing Recipes	

On-Computer Essential Elements
The student will match word to picture, word to emotion, and phrase to picture.
Generalization Essential Elements
The student will draw a picture or write a sentence related to a newly acquired word, a given topic, or an associated picture.
Social Skills Essential Elements

Domain: Literature
Cluster: Key Ideas and Details
Standard: Ask and answer questions such as who, what, where, when, and how to demonstrate understanding of key details in text.

Access Point
Answer who, what, where, when, why and how questions using key details from text.
Essential Understandings
• Answer a simple question about a story • With prompting and support, answer questions about key details in a story.
Access Point
Ask who, what, where, when, why and how questions using key details from text.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions related to the characters, setting, or events in a story using illustrations. The student will identify the characters, setting, and events from a story.

Domain: Literature
Cluster: Key Ideas and Details
Standard: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Access Point
Use details to recount stories, including fables and folktales from diverse cultures.
Essential Understandings
• Answer simple questions about a story (i.e. who was in the story? • Where does the story take place? What is one thing that happened in the story?) • Determine the most important details from the story. Retell a familiar story.
Access Point
Determine the central message, lesson, or moral of fables and folktales from diverse cultures.
Essential Understandings
• Identify the topic of a text or information presented in diverse media. • Identify a supporting detail of the topic in a text or information presented in diverse media. Given choices, choose the central message. • With prompting and support, answer simple questions about the central message, lesson, or moral of a story, fable, or folktale (i.e., After reading this story, what happened to the character? So, what did the character learn?, What do you think was the lesson the author was trying to teach you?).

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will identify and describe the characters, setting, and events from a story. The student will ask and answer simple questions about a story using the illustrations. The student will recall the order of events from a story and retell familiar details.

Domain: Literature
Cluster: Key Ideas and Details
Standard: Describe how characters in a story respond to major events and challenges.

Access Point
Describe or select a description of major events or problems in a story.
Essential Understandings
• With prompting and support, identify the problem of the story. • With prompting and support, identify the solution to the problem in the story.
Access Point
Describe or select a description of how characters respond to a major event or problem in a story.
Essential Understandings
• Identify and/or describe the characters from a story. • Identify major events or problems in a story. • Describe feelings of a character during the events or problems in a story.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The students will take the perspective of the characters in stories. The student will describe problem situations related to social environments and social interactions. The students will identify solutions to problem situations in animated video modeling episodes and storybooks.

Domain: Literature
Cluster: Craft and Structure
Standard: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Access Point
Identify the literary devices (e.g., regular beats, alliteration, rhymes, repeated lines) in a story, poem or song.
Essential Understandings
• Recognize repeated lines. • Recognize rhyming words. • Recognize alliteration.
Access Point
Describe how literary devices supply meaning in a story, poem, or song.

On Computer Lessons	Generalization Lessons	Social Skills
Rhyming 1-4	Rhyme Detectives, Rhyming Basket, Rhyme Trips, Rhyming Houses	

On-Computer Essential Elements
The student will identify rhyming words.
Generalization Essential Elements
The student will identify and use rhyming words.
Social Skills Essential Elements

Domain: Literature
Cluster: Craft and Structure
Standard: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Access Point
Describe or select the description of what happened (or key events from) in the beginning of the story.
Essential Understandings
• Identify events in a familiar story. • Identify the signal words in a selection from a story. • With prompting and support, categorize a set of events in the story by beginning, middle, and end. • Describe beginning, middle, and end of a story.
Access Point
Describe or select the description of what happened (or key events from) in the end of the story.
Essential Understandings
• Identify events in a familiar story. • Identify the signal words in a selection from a story. • With prompting and support, categorize a set of events in the story by beginning, middle, and end. • Describe beginning, middle, and end of a story.
Access Point
Use signal words (e.g., while, because, when, after, before, later) to describe event sequence, actions, and interactions in a story.
Essential Understandings
• Identify events in a familiar story. • Identify the signal words in a selection from a story. • With prompting and support, categorize a set of events in the story by beginning, middle, and end. • Describe beginning, middle, and end of a story.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

The student will identify the order of events by identifying what happened first, next, then, and last in the story. The student will identify and describe the characters, setting, and events from a story. The student will recall key details from a story.

Domain: Literature
Cluster: Craft and Structure
Standard: Acknowledge differences in the points of view of characters, including the speaker by speaking in a different voice for each character when reading dialogue aloud.

Access Point
Identify the different points of view of different characters in a story (e.g., who thinks it is a bad idea to play a joke on a friend?)
Essential Understandings
• Identify the main character of a story. • Identify the character telling the story. • Match dialogue, thoughts, and actions to each character in a story. • Identify a point of view from one character and state one related observation.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will identify and describe the characters, setting, and events from a story. The student will take the perspective of the characters in the story and relate to the point of view of different characters.

Domain: Literature
Cluster: Integration of Knowledge and Ideas
Standard: Acknowledge differences in the points of view of characters, including the speaker by speaking in a different voice for each character when reading dialogue aloud.

Access Point
Use illustrations and words in text to answer questions about characters, key eevnts, problems or solutions in a story.
Essential Understandings
• With prompting and support, answer simple questions about an illustration in the story as it pertains to a character, setting, or event. • Answer questions about how the two illustrations are similar and how they are different.
Access Point
Use information gained from illustrations to describe elements within the setting.
Essential Understandings
• With prompting and support, answer simple questions about an illustration in the story as it pertains to a character, setting, or event. • Answer questions about how the two illustrations are similar and how they are different.
Access Point
Use information gained from illustrations to describe a characters feelings or what a character wanted.
Essential Understandings
• With prompting and support, answer simple questions about an illustration in the story as it pertains to a character, setting, or event. • Answer questions about how the two illustrations are similar and how they are different.
Access Point
Use information gained from illustrations and words in text to describe relationships between characters (e.g., mother/daughter, love/hate).
Essential Understandings
• With prompting and support, answer simple questions about an illustration in the story as it pertains to a character, setting, or event. • Answer questions about how the two illustrations are similar and how they are different.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements

Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions related to the characters, setting, or events in a story using illustrations. The student will identify the characters, setting, and events from a story. The student will identify how the illustration relates to the story.

Domain: Literature
Cluster: Integration of Knowledge and Ideas
Standard: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Access Point
Compare and contrast illustrations or visuals between two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Essential Understandings
• With prompting and support, answer simple questions about an illustration in the story as it pertains to a character, setting, or event. • Answer questions about how the two illustrations are similar and how they are different.
Access Point
Compare and contrast characters or events between two or more versions of the same story by different authors or from different cultures.
Essential Understandings
• Identify the same characters in two versions of the same story. • With prompting and support, answer simple questions about how the characters are similar. • With prompting and support, answer simple questions about how the characters are different.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will identify and describe the perspective of different characters in the story. The student will identify experiences that are similar or different between characters.

Domain: Literature
Cluster: Range of Reading and Level of Text Complexity
Standard: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Access Point
Choose narrative text or adapted text to read and reread, listen to or view for leisure purposes.
Essential Understandings
• Read a variety of texts with scaffolding and supports.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Informational Text
Cluster: Key Ideas and Details
Standard: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Access Point
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Essential Understandings
• Explain the contribution or purpose of illustrations in informational text. • Identify a key idea from a list that corresponds to an illustration. • Answer simple questions about a key idea from the text.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will ask and answer questions related to the characters, setting, or events in a story using illustrations. The student will identify the characters, setting, and events from a story. The student will recall key details from a story.

Domain: Informational Text
Cluster: Key Ideas and Details
Standard: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.

Access Point
Identify the main topic of a multi-paragraph informational text.
Essential Understandings
• Identify the main topic of a simple informational text (e.g., one paragraph). • Given options, choose the main topic of an informational text.
Access Point
Identify the focus of specific paragraphs within in an informational text.
Essential Understandings
• Identify a fact. • Identify a detail. • Identify the focus of a paragraph within a text. • Given options, choose the main idea of a paragraph.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Informational Text
Cluster: Key Ideas and Details
Standard: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text.

Access Point
Identify the connection between a series of historical events in an informational text.
Essential Understandings
• Identify the sequence of events from a provided set of familiar events. • Identify the steps in a process from a provided familiar process. • Identify the effect of a provided cause (or vice versa). • With guidance and support, identify the text structure of a text as either sequence or cause/effect.
Access Point
Identify the steps in process in an informational text and describe how they are connected.
Essential Understandings
• Identify the sequence of events from a provided set of familiar events. • Identify the steps in a process from a provided familiar process. • Identify the effect of a provided cause (or vice versa). • With guidance and support, identify the text structure of a text as either sequence or cause/effect.
Access Point
Identify the connection between scientific ideas or concepts in an informational text.
Essential Understandings
• Identify the sequence of events from a provided set of familiar events. • Identify the steps in a process from a provided familiar process. • Identify the effect of a provided cause (or vice versa). • With guidance and support, identify the text structure of a text as either sequence or cause/effect.

On Computer Lessons	Generalization Lessons	Social Skills
Sequencing 1-3	Storytelling	Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
The student will identify what comes first, next, and last in a series of pictures.
Generalization Essential Elements
The student will identify order of events in common sequences.

Social Skills Essential Elements
The student will ask and answer questions related to the characters, setting, or events in a story using illustrations. The student will identify the characters, setting, and events from a story.

Domain: Informational Text
Cluster: Craft and Structure
Standard: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Access Point
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Essential Understandings
• Identify unknown words from a text relevant to the grade level. • Define an unknown word by using the context of the text. • Define an unknown word by using word parts. • Define an unknown word by using a dictionary or glossary.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Informational Text
Cluster: Craft and Structure
Standard: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) key facts or information in a text efficiently.

Access Point
Identify and use various text features to locate key facts or information in a text efficiently.
Essential Understandings
• Identify various text features (e.g., title, bold print, illustrations, glossaries) within informational text. • Locate key facts and information using text features.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Informational Text
Cluster: Craft and Structure
Standard: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Access Point
Identify the main purpose of a text, including what question the author is answering, explaining or describing.
Essential Understandings
• Identify the author of an informational text. • Describe why the author might have written the text.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Informational Text
Cluster: Integration of Knowledge and Ideas
Standard: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Access Point
Explain or identify what specific images teach the reader to do or tell the reader.
Essential Understandings
• Identify a specific image in the text that matches a provided description.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Informational Text
Cluster: Integration of Knowledge and Ideas
Standard: Explain how an author uses reasons to support specific points in a text.

Access Point
Identify the facts and details an author gives to support points in a text.
Essential Understandings
• Identify a fact. • Identify a detail. • Identify the focus of a paragraph within a text.
Access Point
Describe how facts and details support specific points the author makes in a text.
Essential Understandings
• Identify the point the author makes. • Identify a fact that supports the point. • Identify a detail that supports the point.

On Computer Lessons	Generalization Lessons	Social Skills
Fact Questions 1-3	Yes and No Signs, Musical Yes or No	

On-Computer Essential Elements
The student will identify if a statement is a fact or fiction.
Generalization Essential Elements
The student will identify if a statement is a fact or fiction.
Social Skills Essential Elements

Domain: Informational Text
Cluster: Integration of Knowledge and Ideas
Standard: Compare and contrast the most important points presented by two texts on the same topic.

Access Point
Compare the most important points presented by two texts on the same topic.
Essential Understandings
• Identify the most important facts of a text on a familiar topic. • Identify the most important facts of a second text on the same familiar topic. Identify if two selected facts from the two texts on the topic agree or disagree.
Access Point
Contrast the most important points presented by two texts on the same topic.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will identify key details from a story.

Domain: Informational Text
Cluster: Range of Reading and Level of Text Complexity
Standard: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding.

Access Point
Choose informational text to read and reread, listen to or view for understanding.
Essential Understandings
• Read a variety of texts with scaffolding and supports.
Access Point
Choose text to read and reread, listen to or view for informational purposes (e.g., to answer questions; understand the world around them).
Essential Understandings
• Read a variety of texts with scaffolding and supports
Access Point
Discuss key details and the main topic of an informational text.
Essential Understandings
• Explain the contribution or purpose of illustrations in informational text. • Identify a key idea from a list that corresponds to an illustration. • Answer simple questions about a key idea from the text.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Foundational Skills
Cluster: Phonics and Word Recognition
Standard: Know and apply grade-level phonics and word analysis skills in decoding words.

Access Point
Identify long and short vowels in regularly spelled one-syllable words.
Essential Understandings
• Recognize long and short vowels in isolation.
Access Point
Decode regularly spelled one-syllable words with long vowels.
Essential Understandings
• Recognize long vowels. • Recognize silent e as the reason for the long vowel sound. • Recognize vowel teams that make long vowel sounds (e.g., ee, ea, ai, ay, oa, etc…).
Access Point
Decode regularly spelled two-syllable words with long vowels.
Essential Understandings
• Recognize long vowels. • Recognize silent e as the reason for the long vowel sound. • Recognize vowel teams that make long vowel sounds (e.g., ee, ea, ai, ay, oa, etc…).
Access Point
Decode words with common prefixes and suffixes.
Essential Understandings
• Recognize a prefix. • Read a prefix. • Recognize a suffix. • Read a suffix.
Access Point
Identify words with inconsistent but common spelling-sound correspondences.
Essential Understandings
• Imitate irregularly spelled words (your, to, was, the, etc….) • Find irregularly spelled words in texts.
Access Point
Recognize and/or read grade-appropriate irregularly spelled words.

On Computer Lessons	Generalization Lessons	Social Skills
Sight Words 1-22	Word Puzzles, Blindfolded Words, Pass the Box, Fishing for Colors, Sticky Words, Sight Words and	

	Sounds, Circle Spelling, Ship Wreck Sight Words, Story Play	

On-Computer Essential Elements
The student will identify high frequency sight words.
Generalization Essential Elements
The student will identify and read sight words.
Social Skills Essential Elements

Domain: Foundational Skills
Cluster: Fluency
Standard: Read with sufficient accuracy and fluency to support comprehension. 4a. Read grade-level text with purpose and understanding. 4b. Read grade-level text orally with accuracy, appropriate rate, and expression. 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Access Point
Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
Essential Understandings
• Imitate from a model self-monitoring strategies.
Access Point
Identify grade-level words with accuracy and on successive attempts.
Essential Understandings
• Read grade-level words. • Increase fluency (accuracy and speed) when reading grade-level words.
Access Point
Read grade-level text with accuracy, appropriate rate and expression (when applicable) on successive readings.
Essential Understandings
• Read grade-level words. • Increase fluency (accuracy and speed) when reading words in text. • Read with expression (e.g., intonation, stopping at punctuation).
Access Point
Use context to confirm or self-correct word recognition.
Essential Understandings
• Recognize that the text read does not make sense. • Recognize what word was mis-read. • Re-read with correction.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Text Types and Purposes
Standard: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Access Point
State an opinion or preference about the topic or text and at least one reason for the opinion.
Essential Understandings
• State an opinion about a topic (e.g., My favorite athlete is the best). • Select a picture of a familiar person that fits the description provided (e.g., show me a picture of your favorite athlete). • Select a picture that fits the your opinion (e.g., show me the picture of fans cheering your favorite athlete). • Identify at least one reason about the person, place, thing, and/or event to support your opinion.
Access Point
Connect gathered facts to support an opinion using linking words in persuasive writing.
Essential Understandings
• Decide on a topic for an opinion piece. • Determine an opinion for an opinion piece. • Determine a reason for an opinion.
Access Point
Write, draw, or dictate an opinion statement, several reasons that support the opinion, and a concluding statement about a topic or book of interest.
Essential Understandings
• State an opinion on a topic (e.g., 'The best show on TV is__'). • Select a reason that supports your opinion about a topic (e.g., the reason why you like a particular show the best).
Access Point
Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.
Essential Understandings
• Decide on a topic for an opinion piece. • Determine an opinion for an opinion piece. • Determine a reason for an opinion.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements

Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Text Types and Purposes
Standard: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Access Point
Write statements that name a topic and supply some facts about the topic.
Essential Understandings
• Create an informational text (drawing, drawing with scribbles, letter-like forms, letter, and/or words) about an informational topic that includes at least one fact about the topic. • Create an informational text (drawing, drawing with scribbles, letter-like forms, letter, and/or words) about an informational topic that includes at least one fact about the topic.
Access Point
When writing information/explanatory texts, represent facts and descriptions through the use of illustrations and captions.
Essential Understandings
• Match an illustration with a provided informational text.
Access Point
Order factual statements to describe a sequence of events or explain a procedure.
Essential Understandings
• Order provided statements into a simple informational text (e.g. how-to, recipe, historical report) that describes a short sequence of events or explains a procedure.
Access Point
Provide a concluding statement or section to a permanent product.
Essential Understandings
• Identify a concluding sentence or section for a provided simple informational text.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Text Types and Purposes
Standard: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Access Point
Describe a single event or a series of events that describes actions, thoughts or feelings.
Essential Understandings
• Identify words to describe an illustration of an event. Sequence a set of illustrations that match a text. • With guidance and support, create a simple story (make choices, orally, via drawings, or using written symbols) about a real or imagined experience. • Identify signal words (e.g. first, , next) that could be used to order the two or more events.
Access Point
When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, next).
Essential Understandings
• Identify words to describe an illustration of an event. Sequence a set of illustrations that match a text. • With guidance and support, create a simple story (make choices, orally, via drawings, or using written symbols) about a real or imagined experience. • Identify signal words (e.g. first, , next) that could be used to order the two or more events.
Access Point
Organize text providing information regarding who, what and why while maintaining a single focus.
Essential Understandings
• Identify a word that represents the focus of a provided text. • Identify a title for a provided story.
Access Point
Write a narrative that includes a sense of closure.
Essential Understandings
• Identify an ending to a provided story.

On Computer Lessons	Generalization Lessons	Social Skills
Match Picture to Word Match Picture to Emotion Match Picture to Phrase	Sharing Writing, Story Album, Story Potluck, Pen Pals, Story Telling	Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements

The student will match word to picture, word to emotion, and phrase to picture.
Generalization Essential Elements
The student will draw a picture or write a sentence related to a newly acquired word, a given topic, or an associated picture.
Social Skills Essential Elements
The student will identify the connection between illustrations and a story. The student will retell the order of events of a story, identifying an alternate ending and explaining how the story would change if the ending was different.

Domain: Writing
Cluster: Production and Distribution of Writing
Standard: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Access Point
With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.
Essential Understandings
• With guidance and support from the teacher, revise a drawing by adding one or more details to the text (e.g., In your text about the lizard, add a sentence about where lizards live. What is their habitat?).
Access Point
With guidance and support, use feed persuasive writing. back (e.g., drawings, visual displays, labels) to strengthen.
Essential Understandings
• Match picture that represents the feedback provided about original picture ("Look at our first picture of the house. It was missing a door and windows. Which new picture has a house with doors and windows added?"). • Revise a drawing/writing by adding one or more details to the text.
Access Point
With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.
Essential Understandings
• With guidance and support from the teacher, revise a drawing/writing by adding to or rearranging one or more details in the story (e.g., In your story, you wrote that you got on the school bus first and your mom tied your shoes. Change the order of those two sentences with mom tying your shoes first and you got on the school bus.
Access Point
With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing.
Essential Understandings
• With guidance and support from the teacher, revise a drawing by adding one or more details to the text (e.g., In your text about the lizard, add a sentence about where lizards live. What is their habitat?). • With guidance and support from the teacher, revise a drawing/writing by adding to or rearranging one or more details in the story (e.g., In your story, you wrote that you got on the school bus first and your mom tied your shoes. Change the order of those two sentences with mom tying your shoes first and you got on the school bus. • Match picture that represents the feedback provided about original picture ("Look at our first picture of the house. It was missing a door and windows. Which new picture has a house with doors and windows added?").

• Revise a drawing/writing by adding one or more details to the text.
Access Point
With guidance and support from adults, work with a peer to revise a permanent product.
Essential Understandings
• Identify a topic for an informational text. • With guidance and support, find resources (e.g. books, websites, etc.) to further inform the writer about the topic. • Use at least one of the resources to write a sentence about the topic. • With guidance and support, work with a peer to complete a simple project. • With guidance and support, use a template or checklist to edit a shared product.
Access Point
With guidance and support from adults, work with a peer to edit a permanent product.
Essential Understandings
• Identify a topic for an informational text. • With guidance and support, find resources (e.g. books, websites, etc.) to further inform the writer about the topic. • Use at least one of the resources to write a sentence about the topic. • With guidance and support, work with a peer to complete a simple project. With guidance and support, use a template or checklist to edit a shared product.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Production and Distribution of Writing
Standard: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Access Point
With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.
Essential Understandings
• Explore a variety of digital tools. • With guidance and support from adults, navigate to a variety of websites provided by the teacher.
Access Point
With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.
Essential Understandings
• Explore a variety of digital tools. • With guidance and support from adults, navigate to a variety of websites provided by the teacher.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Research to Build and Present Knowledge
Standard: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Access Point
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
Essential Understandings
• Identify a topic for an informational text. • With guidance and support, find resources (e.g. books, websites, etc.) to further inform the writer about the topic. • Use at least one of the resources to write a sentence about the topic. • With guidance and support, work with a peer to complete a simple project. With guidance and support, use a template or checklist to edit a shared product.
Access Point
Generate ideas and or opinions when participating in shared writing projects.
Essential Understandings
• Identify ideas for a story that matches a stimulus (e.g., photo, picture). • Express an opinion in response to ideas shared by others in reference to shared writing project. • Use a support (e.g., a graphic organizer) to match provided story elements

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Writing
Cluster: Research to Build and Present Knowledge
Standard: Recall information from experiences or gather information from provided sources to answer a question.

Access Point
Recall information from experiences to answer a question.
Essential Understandings
• Recall information from a recent experience (How did you get to school today?), or a familiar and/or meaningful experience (What is your favorite animal?) to answer a simple question. • With guidance and support from adults, recall information from experiences that relate to a topic (e.g., What is it about your favorite TV show that makes it the best?).
Access Point
With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question.
Essential Understandings
• With guidance and support from adults, find sources (e.g. Books, Internet sites) to answer simple questions about a topic. • With guidance and support from adults, gather information from provided sources to answer a question. • With guidance and support from adults, gather information from a provided source (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.
Access Point
Use simple note-taking strategies (e.g., double entry journal, Venn diagram, t chart, discussion web) to record reasons for or against a topic.
Essential Understandings
• Recall information from a recent experience (How did you get to school today?), or a familiar and/or meaningful experience (What is your favorite animal?) to answer a simple question.
Access Point
Create a permanent product (e.g., t-chart, word sort) to distinguish facts and opinion.
Essential Understandings
• Sort (e.g., t-chart, word sort) facts from opinions in a permanent product.
Access Point
Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.
Essential Understandings
• Organize simple notes about information to be included in a persuasive text (e.g., organize notes in a bubble map). • With support (e.g., a graphic organizer) categorize provided information.
Access Point

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
Essential Understandings
• Identify a topic for an informational text. • With guidance and support, find resources (e.g. books, websites, etc.) to further inform the writer about the topic. • Use at least one of the resources to write a sentence about the topic. • With guidance and support, work with a peer to complete a simple project. With guidance and support, use a template or checklist to edit a shared product.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will identify information in a text using illustrations. The student recall information from a story and relate the story to personal experiences.

Domain: Speaking and Listening
Cluster: Comprehension and Collaboration
Standard: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 1b. Build on others' talk in conversations by linking their comments to the remarks of others. 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Access Point
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).
Essential Understandings
• With prompting and support, initiate discussions. • Practice turn-taking in conversation. • Use conversation sentence stems. • Stay on topic of discussion.
Access Point
Build on others' talk in conversations by linking their comments to the remarks of others.
Essential Understandings
• Listen when others are speaking. • Use sentence stems to build on the comments of others. • Add a related comment.

On Computer Lessons	Generalization Lessons	Social Skills
	All Lessons	Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
All generalization lessons promote positive group behavior, attending, following directions and take turns in conversations.
Social Skills Essential Elements

Students learn appropriate social behaviors using examples and non-examples, video modeling, role-play activities and teacher led lessons designed to promote social interactions.

Domain: Speaking and Listening
Cluster: Comprehension and Collaboration
Standard: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).

Access Point
Engage in small or large group discussion of texts presented orally or through other media.
Essential Understandings
• With prompting and support, engage in discussions. • Stay on topic of discussion.
Access Point
Recount or describe key ideas or details from literary or informational text read aloud or information presented orally or through other media.
Essential Understandings
• Identify key details. • Sequence important events from text.

On Computer Lessons	Generalization Lessons	Social Skills
	All lessons	Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
All generalization lessons promote positive group behavior, attending, following directions and take turns in conversations.
Social Skills Essential Elements
Students learn appropriate social behaviors using examples and non-examples, video modeling, role-play activities and teacher led lessons designed to promote social interactions.

Domain: Speaking and Listening
Cluster: Comprehension and Collaboration
Standard: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Access Point
Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
Essential Understandings
• Identify personal ideas related to the discussion. • Use question stems to clarify confusion. • Present ideas in a timely manner.
Access Point
Answer questions about what a speaker says in order to clarify misunderstandings.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Speaking and Listening
Cluster: Presentation of Knowledge and Ideas
Standard: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Access Point
Engage in small or large group discussions by sharing one's own writing.
Essential Understandings
• With prompting and support, engage in discussions about writing. • Stay on topic of discussion.
Access Point
Describe, orally or in writing, factual information about familiar people, places, things and events with details.
Essential Understandings
• Identify at least one fact about the person, place, thing, and/or event to say in the informational text.
Access Point
Provide at least two facts for each subtopic identified for a larger topic.
Essential Understandings
• Order provided statements into a simple informational text (e.g. how-to, recipe, historical report) that describes a short sequence of events or explains a procedure.
Access Point
Describe ideas about familiar people, places, things and events.
Essential Understandings
• Identify a picture of a character that fits the description provided (e.g., show me the young girl wearing the blue dress). • Identify a picture of a setting that fits the description provided (e.g., show me the picture of a city). • Identify a picture of an event that fits the description provided (e.g., show me the picture of a girl hugging a bear). • Complete sentence starters that include information about a character, setting, and an event to share a story.
Access Point
Share a story or recount an experience with appropriate facts and relevant, descriptive details.
Essential Understandings
• Identify a picture of a character that fits the description provided (e.g., show me the young girl wearing the blue dress). • Identify a picture of a setting that fits the description provided (e.g., show me the picture of a city). • Identify a picture of an event that fits the description provided (e.g., show me the picture of a girl hugging a bear).

- Complete sentence starters that include information about a character, setting, and an event to share a story.

Access Point
Describe a single event or a series of events that describes actions, thoughts or feelings.

Essential Understandings
• Identify a picture of a character that fits the description provided (e.g., show me the young girl wearing the blue dress). • Identify a picture of a setting that fits the description provided (e.g., show me the picture of a city). • Identify a picture of an event that fits the description provided (e.g., show me the picture of a girl hugging a bear). • Complete sentence starters that include information about a character, setting, and an event to share a story.

On Computer Lessons	Generalization Lessons	Social Skills
Community Helpers 1-3, Community Places, People 1-2, Sequencing 1-3, Occupations, Characters, Storybook Characters 1-3, Features 1-3, Pronouns, Sequencing 1-3	Howdy Do, Play Dough Families, Helper Puzzles, Name the Helper, Taxi, Around Town, Community Sorting, Real and Pretend Fishing, Guess My Animal, Riddle Book, Storytelling, Where is He or She?	Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
The student will identify people, community helpers, places in the community, storybook characters, and common occupations. The student will identify features of people, animals, and things. The student will identify what happened first, next, and last in a series of pictures. The student will identify the sequence events (first, next, last) in a series of pictures.

Generalization Essential Elements
The student will identify people, places, and things. The student will give detail regarding attributes and characteristics of people, places, and things.

Social Skills Essential Elements
The student will identify characters, settings, and events in illustrations, will ask and answer questions related to a story and the illustrations in the story.

Domain: Speaking and Listening
Cluster: Presentation of Knowledge and Ideas
Standard: Create audio recordings of stories or poems or recount of experiences; add drawings or other visual when appropriate to clarify ideas, thoughts, and feelings.

Access Point
Use drawings or other visual displays to clarify ideas, thoughts and feelings.
Essential Understandings
• Create visual representation of ideas, thoughts, and feelings. • Use audio to record stories or poems. • Add words and/or letter sounds to correspond with the drawing.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Speaking and Listening
Cluster: Presentation of Knowledge and Ideas
Standard: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3)

Access Point
Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.
Essential Understandings
• Dictate words or sentences that are appropriate to a task or situation. • Tell a story or convey information using a complete sentence.

On Computer Lessons	Generalization Lessons	Social Skills
		Following the Rules Interpersonal Space Self-Regulation Good Communication

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements
The student will retell a story using key details about the characters, settings, and sequence of events.

Domain: Language
Cluster: Conventions of Standard English
Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Access Point
Use collective and irregular plural nouns in writing and speaking.
Essential Understandings
• Identify nouns in a sentence. • Identify verbs in a sentence. • Identify the correct verb to correspond with the singular noun (e.g. Bob writes.) • Identify the correct verb to correspond with the plural noun (e.g. Bob and Mark write.). • Identify irregular plural nouns in writing (e.g., geese, mice).
Access Point
Use past tense irregular verbs in writing and speaking.
Essential Understandings
• Identify a verb. • Identify if the verb represents past, present or future tense. • Use verbs to convey a sense of past, present, or future in writing. • Identify irregular verbs in writing.
Access Point
Use adjectives and adverbs in writing and speaking.
Essential Understandings
• Identify nouns in writing. • Identify verbs in writing. • Identify adjectives (words that describe nouns) in writing. • Identify adverbs (words that describe verbs) in writing.
Access Point
Use reflexive pronouns (e.g., myself, ourselves) in writing and speaking.
Essential Understandings
• Use personal pronouns to describe self (I, me, my). • Use personal, possessive, and indefinite pronouns in speaking. • Use personal, possessive, and indefinite pronouns in writing.
Access Point
Produce and expand upon simple or compound sentences in writing and speaking.
Essential Understandings
• Complete sentences in a shared language activity when provided choices. Complete simple declarative when provided choices. • Complete simple interrogative, imperative, and exclamatory sentences when provided choices.

On Computer Lessons	Generalization Lessons	Social Skills

Prepositions 1-2, Actions 1-18, Pronouns, People 1-3, Classroom 1-5, Tools 1-2, Insects 1-3, Birds 1-2, Music Instruments 1-3, Aquatic Life 1-6, Wildlife 1-3, Transportation 1-3, Farm 1, Zoo 1-2, Adverbs 1, Contractions 1-5, Plurals 1-5	Beach Ball Questions, Contraction Cube, Thought Bubbles, Story Album, More is Better, Where is He or She? Adverb Acting, What Am I Doing? On the Road In the Air, Am I Coloring, Backpack Fun, Classroom Stamps, Toolbox, Something Is Missing, Wildlife Mural, Insect Walk, Bird Matching, Making Music, Sea Life Treasures, Ocean Collage, Wildlife Mural, Wildlife Fun, Farm Animal Songs, Where Are The Animals?	

On-Computer Essential Elements

The student will identify upper- and lowercase letters. The student will identify common actions (verbs) and common nouns. The student will identify pronouns. The student will identify common prepositions. The student will identify adverbs.

Generalization Essential Elements

The student will identify and use upper- and lowercase letters in their writings. The student will identify and use common actions (verbs) and common nouns. The student will identify and use pronouns. The students will identify and use common prepositions. The student will identify and use adverbs.

Social Skills Essential Elements

Domain: Language
Cluster: Conventions of Standard English
Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Access Point
Use collective and irregular plural nouns in writing and speaking.
Essential Understandings
• Identify nouns in a sentence. • Identify verbs in a sentence. • Identify the correct verb to correspond with the singular noun (e.g. Bob writes.) • Identify the correct verb to correspond with the plural noun (e.g. Bob and Mark write.). • Identify irregular plural nouns in writing (e.g., geese, mice).

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Language
Cluster: Conventions of Standard English
Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Access Point
Capitalize dates, name of people, holidays, product names and geographic names.
Essential Understandings
• Identify a word that should be capitalized that is not (i.e., dates, name of people, holidays, product names, and geographic names). • Capitalize names of people. • Capitalize days of the week and months of the year. • Capitalize familiar geographic locations (e.g., city or state). • Capitalize holidays. • Capitalize product names.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Language
Cluster: Conventions of Standard English
Standard: Use knowledge of language and its conventions when writing, speaking , reading, or listening.

Access Point
Identify a given text as formal or informal English.
Essential Understandings
• Identify words that are used in casual conversation. • Link casual conversation words to its formal partner (e.g., yeah vs. yes, nope vs. no).

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements
Generalization Essential Elements
Social Skills Essential Elements

Domain: Language
Cluster: Vocabulary Acquisition and Use
Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Access Point
Determine the meaning of a new word formed when a known prefix is added to the known word or root.
Essential Understandings
• Identify common inflectional endings in words ("Find the words that mean more than one" – i.e. have an –s or –es at the end). • Identify an affix or inflectional ending for a frequently occurring word. Identify the meaning of common inflections and affixes.
Access Point
Use knowledge of the meaning of individual words to predict the meaning of compound words.
Essential Understandings
• Identify each word in a compound word (i.e. barnyard – barn/yard). • Define each of the root words in a compound word.
Access Point
Use sentence context as a clue to the meaning of a word or phrase.
Essential Understandings
• Recall the meaning of frequently used nouns. • Identify multiple meaning words up to two grade levels below the student's grade level. • Identify the context in which the unknown word is being used by looking at the text before and after it. • List the possible meanings of an unknown word by using the context (words surrounding the unknown word). • Use a dictionary to verify the meaning guessed by using the surrounding words.
Access Point
Use a glossary or beginning dictionary to determine the meaning of a word.
Essential Understandings
• Sort a given list of words into alphabetical order. • Identify the definition when presented with the entire listing of a word from a dictionary. • Identify the part of speech of a word when presented with the entire listing of a word from a dictionary. • Use the context to help decide which definition (from a list of definitions) is the most appropriate choice.

On Computer Lessons	Generalization Lessons	Social Skills
Prepositions 1-2, Actions 1-18, Pronouns, People 1-3, Classroom 1-5, Tools 1-2, Insects 1-3, Birds 1-2, Music Instruments 1-3, Aquatic Life 1-6, Wildlife 1-3, Transportation 1-3, Farm 1, Zoo 1-2, Adverbs 1, Contractions 1-5, Plurals 1-5	Beach Ball Questions, Contraction Cube, Thought Bubbles, Story Album, More is Better, Where is He or She? Adverb Acting, What Am I Doing? On the Road In the Air, Am I Coloring, Backpack Fun, Classroom Stamps, Toolbox, Something Is Missing, Wildlife Mural, Insect Walk, Bird Matching, Making Music, Sea Life Treasures, Ocean Collage, Wildlife Mural, Wildlife Fun, Farm Animal Songs, Where Are The Animals?	

On-Computer Essential Elements
The student will identify words that are plural. The student will identify frequently used nouns.

Generalization Essential Elements
The student will identify words that are plural. The student will identify frequently used nouns.

Social Skills Essential Elements

Domain: Language
Cluster: Vocabulary Acquisition and Use
Standard: Demonstrate understanding of word relationships and nuances in word meanings. 5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Access Point
Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.
Essential Understandings
• Using a given list of adjectives, put the words in order from least intense to most intense. • Using a given list of verbs, put the words in order from least intense to most intense.
Access Point
Use newly acquired words in real-life
Essential Understandings
• With guidance and support use newly acquired words to answer questions.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements

Generalization Essential Elements

Social Skills Essential Elements

Domain: Language
Cluster: Vocabulary Acquisition and Use
Standard: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Access Point
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Essential Understandings
• Draw or identify a picture of familiar words and phrases. • Write or dictate newly acquired words.
Access Point
Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying).
Essential Understandings
• Using a given list of adjectives, put the words in order from least intense to most intense. • Using a given list of verbs, put the words in order from least intense to most intense.
Access Point
Use newly acquired words in real-life context.
Essential Understandings
• With guidance and support use newly acquired words to answer questions.
Access Point
Use adjectives to describe nouns.
Essential Understandings
• Identify nouns in a sentence Identify verbs in a sentence • From a given list of adjectives, choose the adjectives that best describe a given noun. • From a given list of adverbs, choose the adverb that best describes a given verb.
Access Point
Use adverbs to describe verbs.
Essential Understandings
• Identify nouns in a sentence • Identify verbs in a sentence • From a given list of adjectives, choose the adjectives that best describe a given noun. From a given list of adverbs, choose the adverb that best describes a given verb.

On Computer Lessons	Generalization Lessons	Social Skills

On-Computer Essential Elements

Generalization Essential Elements

Social Skills Essential Elements