

Adapting Curriculum and Classroom Environments for Student Success

Companion Guide for Grade Band Extensions

ELA & Math



Introduction

Welcome to the Delaware Content Standards Grade Band Extensions (GBEs) Companion Guide!

The Adapting Curriculum and Classroom Environments for Student Success (ACCESS) Project at the University of Delaware's Center for Disabilities Studies in partnership with the Delaware Department of Education developed this guide to assist educators in navigating the GBEs. This tool provides educators various avenues to select content standards in order to develop lessons that provide access to the general education curriculum for students with significant intellectual disabilities.

The Companion Guide does not replace the GBEs. It is a reference tool to be used in conjunction with the Delaware Content Standards GBE document. To view the complete GBE documents visit the ACCESS Project website at deaccessproject.org.

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Understanding the document

The guide was developed not only to identify content standards but to provide the user with additional resources to assist in the creation and implementation of classroom lessons.

This document is divided first by content area and then by topic (ELA) or domain (Math) and grade band as shown in the shaded bar at the top of each page.

To assist in connecting both this guide and the GBE document, refer to the corresponding page number(s) provided on the upper right-hand side of each page.

Covered in this topic/domain: Standards are listed by the essence (main idea) as identified in the GBEs with the standard number included in parentheses.

Essential standards (in bold) have been identified as those that are critical for student success based on a criteria of importance across school, life, and state assessment. While all standards are important to address, the essential standards should be given priority.

Reading Standards for Literature (RL)		3-5
Covered in this topic: (Essential standards bolded)		GBE pages 21/22
Compare and contrast stories (5.9)	Reading comprehension (5.10)	
Compare and contrast story elements (5.3)	Text structure (5.5)	
Connect visual elements to text (5.7)	Use text to support factual and inferential responses (5.1)	
Determine the main idea and summarize text (5.2)	Word meaning including figurative language (5.4)	
Point of view and purpose (5.6)		

Number and Operations in Base Ten (NBT)		3-5
Covered in this domain: (Essential standards bolded)		GBE page 20
Decimal operations (5.7)	Multiply whole numbers (5.5)	
Decimal place value (5.3)	Place value (5.1)	
Divide whole numbers (5.6)	Rounding decimals (5.4)	

Understanding the document

Additional skills/concepts:* These skills/concepts may be used as an entry point to select standards. Additionally, these skills/concepts can be embedded into instruction; however, they are not a substitute for instruction of the GBEs.

- | | | | |
|------------------------------------|-------------------------|---------------|-------------------------|
| Additional skills/concepts: | | | |
| • Actions and consequences | • First/last | • Recall | • Visual discrimination |
| • Emergent literacy skills | • Matching | • Sequencing | |
| • Emotions and feelings | • Object discrimination | • Sight words | |

*Note: Additional skills/concepts **should not** be considered pre-requisite skills that require mastery before instruction of the standards/grade band extensions.*

Possible accommodations:* Accommodations that could be used within instruction to support students based on their individual needs.

- | | | | |
|---------------------------------|---------------------|----------------------------|---------------------------|
| Possible accommodations: | | | |
| • AAC system | • Graphic organizer | • Objects | • Text to speech software |
| • Adapted text | • Highlighting | • Pictures/picture symbols | |
| • Audio book | • Light box | • Tactile representation | |

Real life application:* Real life applications can be used as an entry point to select standard(s).

- | |
|---|
| Real life application: Reading for pleasure; Journaling; Creating and performing shows (puppets, plays); Participating in a book club/story hour; Utilizing library resources; Watching movies related to classroom literature |
|---|

Additionally, these real life activities may be embedded within a lesson and can aid in generalization of skills.

**Items listed are intended to provide examples and are not exhaustive.*





ELA

K-2

Reading Standards for Literature (RL)

K-2

Covered in this topic: (Essential standards bolded)

GBE pages 9/10

Ask and answer questions about text (2.1)

Point of view (2.6)

Character development (2.3)

Reading comprehension (2.10)

Compare versions of the same story (2.9)

Recount story and identify the main idea (2.2)

Connect illustrations to text (2.7)

Text structure (2.5)

Identify patterns in text (2.4)

Additional skills/concepts:

- Actions and consequences
- Emotions and feelings
- Object discrimination
- Sequencing
- Emergent literacy skills
- First/last
- Recall

Possible accommodations:

- AAC system
- Graphic organizer
- Speech to text software
- Adapted text
- Objects
- Tactile representation
- Audio book
- Pictures/picture symbols
- Text to speech software

Real life application: Reading for pleasure; Journaling; Singing; Reciting poetry; Rhyming; Dancing (rhythmic movement); Creating and reading social stories; Utilizing library resources (books, videos, story hour); Creating and performing shows (puppets, plays)

Reading Standards for Information (RI)

K-2

Covered in this topic: (Essential standards bolded)

GBE pages 11/12

Ask and answer questions about text (2.1)

Author's purpose (2.6)

Compare and contrast points of two texts (2.9)

Connect events, concepts, or steps (2.3)

Connect images to text (2.7)

Connect supporting details to the author's point (2.8)

Identify elements of informational text (2.5)

Locate main idea (2.2)

Reading comprehension (2.10)

Word meaning (2.4)

Additional skills/concepts:

- Emergent literacy skills
- Matching
- Recall
- First/last
- Object discrimination
- Sequencing

Possible accommodations:

- AAC system
- Colored overlays
- Objects
- Tactile representation
- Adapted text
- Graphic organizer
- Pictures/picture symbols
- Text to speech software
- Audio book
- Light box
- Speech to text software

Real life application: Reading for information (calendar, menu, dictionary, recipe); Identifying personal information; Using a schedule; Using the internet; Creating and reading social stories

Reading Standards: Foundational Skills (RF)

K-2

Covered in this topic: (Essential standards bolded)

GBE page 13

Organization of print (1.1)

Understand words and sounds (1.2)

Read fluently (2.4)

Use phonics to decode words (2.3)

Additional skills/concepts:

- Auditory discrimination
- Emergent literacy skills
- Patterns
- Visual discrimination
- Directionality
- Letter recognition
- Sight words

Possible accommodations:

- AAC system
- Highlighting
- Pictures/picture symbols
- Graphic organizer
- Objects
- Tactile representation

Real life application: Reading for pleasure or information; Following steps in a process (recipe, games); Creating, organizing, and using a schedule; Reading a menu

Writing Standards (W)

K-2

Covered in this topic: (Essential standards bolded)

GBE pages 14/15

Participate in shared research (2.7)

Write informative pieces (2.2)

Recall and gather information (2.8)

Write narrative pieces (2.3)

Revise and edit (2.5)

Write opinion pieces (2.1)

Use digital tools to produce and publish writing (2.6)

Additional skills/concepts:

- Choice-making
- Emergent literacy skills
- First/last
- Following directions
- Object discrimination
- Recall

Possible accommodations:

- AAC system
- Adapted keyboard
- Adapted pencils/grips
- Eye gaze board
- Graphic organizer
- Highlighting
- Objects
- Pictures/picture symbols
- Slant board
- Speech to text software
- Story board
- Word prediction software

Real life application: Using technology to access or provide information; Expressing wants and needs; Identifying personal information; Journaling; Making cards and letters

Speaking and Listening (SL)

K-2

Covered in this topic: (Essential standards bolded)

GBE page 16

Add visual displays to stories/experiences (2.5)

Recall key ideas from a presentation (2.2)

Ask and answer questions about a speaker’s topic (2.3)

Speak with complete sentences (2.6)

Participate in collaborative conversations (2.1)

Tell a story or recount an experience (2.4)

Additional skills/concepts:

- Attending to speaker
- Following directions
- Recall
- Tone/volume
- Emergent literacy skills
- Object discrimination
- Sequencing

Possible accommodations:

- AAC system
- Pictures/picture symbols
- Tactile representation
- Objects
- Story board
- Text to speech software

Real life application: Conversing with friends; Talking on the phone; Expressing wants and needs; Expressing opinions; Participating in show and tell; Scrapbooking; Creating a photo collage; Playing games

Language (L)

K-2

Covered in this topic: (Essential standards bolded)

GBE page 17

Conventions of writing (2.2)

Language conventions (2.3)

English grammar and usage (2.1)

Word meaning (2.4)

Generalize words and phrases (2.6)

Word relationships (2.5)

Additional skills/concepts:

- Auditory discrimination
- Emergent literacy skills
- Matching
- Object discrimination
- One-to-one correspondence
- Sight words
- Visual discrimination
- Word recognition

Possible accommodations:

- AAC system
- Adapted keyboard
- Adapted pencils/grips
- Graphic organizer
- Picture/talking dictionary
- Pictures/picture symbols
- Sentence strips
- Text to speech software
- Word prediction software

Real life application: Talking on the phone; Taking and relaying messages; Participating in classroom conversations or discussions; Participating in show and tell





ELA

3-5

Reading Standards for Literature (RL)

3-5

Covered in this topic: (Essential standards bolded)

GBE pages 21/22

Compare and contrast stories (5.9)

Reading comprehension (5.10)

Compare and contrast story elements (5.3)

Text structure (5.5)

Connect visual elements to text (5.7)

Use text to support factual and inferential responses (5.1)

Determine the main idea and summarize text (5.2)

Word meaning including figurative language (5.4)

Point of view and purpose (5.6)

Additional skills/concepts:

- Actions and consequences
- Emergent literacy skills
- Emotions and feelings
- First/last
- Matching
- Object discrimination
- Recall
- Sequencing
- Sight words
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted text
- Audio book
- Graphic organizer
- Highlighting
- Light box
- Objects
- Pictures/picture symbols
- Tactile representation
- Text to speech software

Real life application: Reading for pleasure; Journaling; Creating and performing shows (puppets, plays); Participating in a book club/story hour; Utilizing library resources; Watching movies related to classroom literature

Reading Standards for Information (RI)

3-5

Covered in this topic: (Essential standards bolded)

GBE pages 23/24

Compare multiple accounts of the same event (5.6)

Reading comprehension (5.10)

Connect supporting details to points in a text (5.8)

Text structure (5.5)

Determine main idea and summarize (5.2)

Understand relationships between individuals, events, or concepts (5.3)

Gather information on the same topic (5.9)

Use text to support factual and inferential responses (5.1)

Locate answers to questions about text (5.7)

Word meaning (5.4)

Additional skills/concepts:

- Auditory discrimination
- Before/after/next
- Emergent literacy skills
- First/last
- Following directions
- Matching
- Object discrimination
- Recall
- Sequencing
- Sight words
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted text
- Graphic organizer
- Highlighting
- Light box
- Objects
- Pictures/picture symbols
- Sentence strips
- Tactile representation
- Text to speech software

Real life application: Reading for information (TV/movie schedule, menu, flyers/posters/bulletin boards); Using a calendar; Following steps in a process (recipe, schedule, games); Reading signs (safety, community, directional); Using a map; Navigating the internet

Reading Standards: Foundational Skills (RF)

3-5

Covered in this topic: (Essential standards bolded)

GBE page 25

Read fluently (5.4)

Use phonics to decode words (5.3)

Additional skills/concepts:

- Auditory discrimination
- Directionality
- Emergent literacy skills
- Letter recognition
- Patterns
- Sight words
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted text
- Graphic organizer
- Objects
- Pictures/picture symbols
- Tactile representation

Real life application: Reading for pleasure or information; Following the steps in a process (recipe, schedule, personal management); Reading a menu (cafeteria, restaurant); Reading signs (safety, community, directional)

Writing Standards (W)

3-5

Covered in this topic: (Essential standards bolded)

GBE pages 26/27

Conduct research (5.7)

Write informative pieces (5.2)

Produce writing pieces (5.4)

Write narrative pieces (5.3)

Recall and gather information (5.8)

Write opinion pieces (5.1)

Revise and edit (5.5)

Write routinely (5.10)

Use technology to produce and publish writing (5.6)

Additional skills/concepts:

- Emergent literacy skills
- Fact vs. opinion
- Following directions
- Sight words
- Visual discrimination
- Vocabulary words
- Word recognition

Possible accommodations:

- AAC system
- Adapted keyboard
- Adapted pencils/grips
- Graphic organizer
- Objects
- Picture/talking dictionary
- Pictures/picture symbols
- Scribe
- Sentence strips
- Slant board
- Speech to text software
- Word prediction software

Real life application: Emailing; Journaling; Scrapbooking; Writing cards, letters, invitations; Recording personal information; Using agenda book, schedule; Composing notes, messages, lists; Using personal signature (written, name stamp) for various purposes (homework, signing up for events); Navigating the internet using search words/phrases

Speaking and Listening (SL)

3-5

Covered in this topic: (Essential standards bolded)

GBE page 28

Add multimedia to presentations (5.5)

Summarize key ideas from a presentation (5.2)

Participate in collaborative conversations (5.1)

Use details from a presentation to support the speaker’s claim (5.3)

Report on a topic (5.4)

Use speech appropriate to a given task (5.6)

Additional skills/concepts:

- Attending to speaker
- Auditory discrimination
- Emergent literacy skills
- Following directions
- Object discrimination
- Recall
- Sequencing
- Tone/volume
- Turn-taking

Possible accommodations:

- AAC system
- Adapted keyboard
- Objects
- Pictures/picture symbols
- Speech to text software
- Tactile representation
- Text to speech software

Real life application: Conversing with friends or others for pleasure or a specific purpose; Talking on the phone; Taking and relaying messages; Creating powerpoints/reports; Using digital media; Playing games; Making a request; Asking for help/information (community, social situation)

Language (L)

3-5

Covered in this topic: (Essential standards bolded)

GBE page 29

Conventions of writing (5.2)

English grammar and usage (5.1)

Generalize words and phrases (5.6)

Language conventions (5.3)

Word meaning (5.4)

Word relationships (5.5)

Additional skills/concepts:

- Auditory discrimination
- Object discrimination
- Sorting
- Vocabulary words
- Emergent literacy skills
- Punctuation (identifying)
- Turn-taking
- Letter case
- Sight words
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted pencils/grips
- Objects
- Sentence strips
- Adapted keyboard
- Adapted text
- Picture/picture symbols
- Slant board
- Adapted paper
- Graphic organizer
- Scribe
- Word prediction software

Real life application: Emailing; Talking on the phone; Taking and relaying messages; Recording information in agenda; Managing daily schedule; Creating and responding to invitations; Asking and answering questions





ELA

6-8

Reading Standards for Literature (RL)

6-8

Covered in this topic: (Essential standards bolded)

GBE pages 33/34

Compare a film/live production to text (8.7)

Text structure (8.5)

Compare modern works to traditional stories (8.9)

Understand how dialogue or incidents affect the story (8.3)

Determine the theme and summarize text (8.2)

Use text to support factual and inferential responses (8.1)

Point of view and purpose (8.6)

Word meaning and word choice (8.4)

Reading Comprehension (8.10)

Additional skills/concepts:

- Actions and consequences
- Emergent literacy skills
- Emotions and feelings
- First/last
- Matching
- Object discrimination
- Recall
- Sequencing
- Sight words
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted text
- Audio book
- Graphic organizer
- Highlighting
- Light box
- Objects
- Pictures/picture symbols
- Tactile representation
- Text to speech software

Real life application: Reading for pleasure; Journaling; Writing a letter for purpose; Watching a movie or play related to classroom literature; Participating in a school production; Creating a book report

Reading Standards for Information (RI)

6-8

Covered in this topic: (Essential standards bolded)

GBE pages 35/36

- | | |
|--|--|
| Analyze connections between individuals, ideas, or events (8.3) | Evaluate uses of media (8.7) |
| Cite text to support factual and inferential responses (8.1) | Identify author’s point of view (8.6) |
| Compare fact and opinion in two different texts (8.9) | Paragraph structure (8.5) |
| Connect details to the main idea (8.2) | Reading comprehension (8.10) |
| Distinguish between relevant and irrelevant information (8.8) | Word meaning (8.4) |

Additional skills/concepts:

- | | | | |
|---------------------------|----------------------------|-----------|-------------------------|
| • Adjectives | • Emergent literacy skills | • Recall | • Visual discrimination |
| • Auditory discrimination | • Object discrimination | • Sorting | • Vocabulary words |

Possible accommodations:

- | | | | |
|----------------|---------------------|----------------------------|---------------------------|
| • AAC system | • Graphic organizer | • Objects | • Tactile representation |
| • Adapted text | • Highlighting | • Pictures/picture symbols | • Text to speech software |
| • Audio book | • Light box | • Sentence strips | |

Real life application: Reading for information (instructions, manuals, newspaper, flyers/posters/bulletin boards); Reading a menu (cafeteria, restaurant); Identifying items on labels in a store; Reading signs (safety, community, directional); Reading a map; Using a schedule (school, bus, movie)

Writing Standards (W)**6-8****Covered in this topic: (Essential standards bolded)**

GBE pages 37/38

Conduct research (8.7)

Write informative pieces (8.2)

Gather information (8.8)

Write narrative pieces (8.3)

Produce writing pieces (8.4)

Write persuasive pieces (8.1)

Revise and edit (8.5)

Write routinely (8.10)

Use technology to produce and publish writing (8.6)**Additional skills/concepts:**

- Choice-making
- Punctuation
- Visual discrimination
- Word recognition
- Emergent literacy skills
- Recall
- Vocabulary words

Possible accommodations:

- AAC system
- Adapted pencils/grips
- Objects
- Slant board
- Adapted keyboard
- Colored overlays
- Pictures/picture symbols
- Speech to text software
- Adapted paper
- Graphic organizer
- Scribe
- Word prediction software

Real life application: Emailing; Texting; Journaling; Creating lists (groceries, chores); Writing events or reminders on personal calendar; Composing notes and messages; Writing cards, letters, invitations; Writing for pleasure (stories, plays); Writing a book report; Completing personal information forms

Speaking and Listening (SL)

6-8

Covered in this topic: (Essential standards bolded)

GBE page 39

Add multimedia to presentations (8.5)

Report on a topic (8.4)

Analyze the purpose of diverse media (8.2)

Understand and evaluate a speaker's argument/claim (8.3)

Participate in collaborative conversations (8.1)

Use speech appropriate to a given task (8.6)

Additional skills/concepts:

- Adjectives
- Attending to speaker
- Choice-making
- Emergent literacy skills
- Following directions
- Recall
- Sequencing
- Tone/volume
- Turn-taking

Possible accommodations:

- AAC system
- Adapted keyboard
- Objects
- Pictures/picture symbols
- Speech to text software
- Tactile representation
- Text to speech software

Real life application: Conversing with friends or others for pleasure or a specific purpose; Using digital media; Playing games; Presenting powerpoints/reports; Talking on the phone; Taking and relaying messages; Expressing personal information and basic needs (emergency situation, social situation)

Language (L)

6-8

Covered in this topic: (Essential standards bolded)

GBE page 40

Conventions of writing (8.2)

Language conventions (8.3)

English grammar and usage (8.1)

Word meaning (8.4)

Generalize words and phrases (8.6)

Word relationships (8.5)

Additional skills/concepts:

- Auditory discrimination
- Letter case
- Sight words
- Vocabulary words
- Choice-making
- Object discrimination
- Turn-taking
- Emergent literacy skills
- Punctuation
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted pencils/grips
- Pictures/picture symbols
- Slant board
- Adapted keyboard
- Adapted text
- Scribe
- Speech to text software
- Adapted paper
- Graphic organizer
- Sentence strips
- Word prediction software

Real life application: Emailing; Texting; Talking on the phone; Taking and relaying messages; Recording information in agenda, schedule; Creating and responding to invitations; Using personal information to complete forms or applications

Reading Standards for Literacy in History/Social Studies (RH)

6-8

Covered in this topic: (Essential standards bolded)

GBE pages 41/42

Cite from historical texts to support an analysis (8.1)

Locate the author’s point of view (8.6)

Determine the main idea and summarize primary or secondary sources (8.2)

Reading comprehension (8.10)

Relate visual information to text (8.7)

Identify fact or opinion (8.8)

Understand the relationship between primary and secondary sources (8.9)

Identify steps in processes related to history/social studies (8.3)

Identify text structure (8.5)

Word meaning (8.4)

Additional skills/concepts:

- Actions and consequences
- Emotions and feelings
- Recall
- Visual discrimination
- Auditory discrimination
- Matching
- Similarities/differences
- Emergent literacy skills
- Object discrimination
- Sequencing

Possible accommodations:

- AAC system
- Eye gaze board
- Light box
- Sentence strips
- Adapted text
- Graphic organizer
- Objects
- Tactile representation
- Audio book
- Highlighting
- Pictures/picture symbols
- Text to speech software

Real life application: Reading the newspaper; Participating in cultural events; Watching the news; Reporting on current events; Telling about yourself (personal history); Participating in a school club or community organization; Using maps/directories

Reading Standards for Literacy in Science and Technical Subjects (RST)

6-8

Covered in this topic: (Essential standards bolded)

GBE pages 43/44

Analyze text structure (8.5)

Follow procedures (8.3)

Analyze the author’s purpose in scientific/technical materials (8.6)

Identify fact or opinion (8.8)

Cite text from science and technical texts to support an analysis (8.1)

Reading comprehension (8.10)

Compare and contrast scientific data with text (8.9)

Relate quantitative/technical information with visual information (8.7)

Determine central idea and summarize (8.2)

Determine meaning of key terms in scientific/technical materials (8.4)

Additional skills/concepts:

- Actions and consequences
- Auditory discrimination
- Emergent literacy skills
- Following directions
- Matching
- Recall
- Sequencing
- Similarities/differences
- Sorting
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted scientific materials
- Adapted text
- Audio book
- Graphic organizer
- Highlighting
- Objects
- Pictures/picture symbols
- Tactile representation
- Text to speech software

Real life application: Following safety procedures; Following a recipe/cooking; Making decisions about personal hygiene and health; Reading medical information (medication directions, thermometer reading); Reading directions; Recycling; Searching the internet for information

Writing Standards for Literacy in History/SS, Science and Technical Subjects (WHST)

6-8

Covered in this topic: (Essential standards bolded)

GBE pages 45/46

Conduct research (8.7)

Draw evidence from text (8.9)

Gather information (8.8)

Produce writing pieces (8.4)

Revise and edit (8.5)

Use technology to produce and publish writing (8.6)

Write informative pieces (8.2)

Write persuasive pieces (8.1)

Write routinely (8.10)

Additional skills/concepts:

- Choice-making
- Emergent literacy skills
- Following directions
- Object discrimination
- Punctuation
- Recall
- Sight words
- Visual discrimination
- Vocabulary words
- Word recognition

Possible accommodations:

- AAC system
- Adapted keyboard
- Adapted pencils/grips
- Colored overlays
- Graphic organizer
- Highlighting
- Objects
- Pictures/picture symbols
- Sentence strips
- Slant board
- Speech to text software
- Word prediction software

Real life application: Journaling; Participating in a school club or community organization; Reading the newspaper; Creating powerpoints/reports; Going to the library; Using digital media; Presenting personal history (person-centered planning tools, student success plan, IEP)





ELA

HS

Reading Standards for Literature (RL)

HS

Covered in this topic: (Essential standards bolded)

GBE pages 49/50

Authors' use of source material (HS.9)

Reading comprehension (HS.10)

Character development (HS.3)

Text structure and tone (HS.5)

Determine the theme and summarize text (HS.2)

Use text to support factual and inferential responses (HS.1)

How different mediums relate (HS.7)

Word meaning and word choice (HS.4)

Point of view from world literature (HS.6)

Additional skills/concepts:

- Actions and consequences
- Emotions and feelings
- Object discrimination
- Visual discrimination
- Adjectives
- First/last
- Recall
- Emergent literacy skills
- Matching
- Sequencing

Possible accommodations:

- AAC system
- Graphic organizer
- Objects
- Adapted text
- Highlighting
- Pictures/picture symbols
- Audio book
- Light box
- Text to speech software

Real life application: Reading for pleasure; Journaling; Writing a letter for purpose (letter of interest, thank you letter); Watching a movie or play related to classroom literature; Participating in a classroom or school production (skits, plays); Creating a book report; Reading poetry or song lyrics

Reading Standards for Information (RI)

HS

Covered in this topic: (Essential standards bolded)

GBE pages 51/52

Analyze historical/literary documents and identify themes (HS.9)

Connect details to main idea (HS.2)

Analyze order of events and connections between individuals, ideas, or events (HS.3)

Distinguish between relevant and irrelevant information in an argument/claim (HS.8)

Analyze the author's point of view (HS.6)

Identify supporting evidence for the author's idea/claim (HS.5)

Cite text to support factual and inferential responses (HS.1)

Reading comprehension (HS.10)

Compare and contrast details emphasized in different mediums (HS.7)

Word meaning (HS.4)

Additional skills/concepts:

- Adjectives
- Auditory discrimination
- Emergent literacy skills
- First/last
- Object discrimination
- Recall
- Sequencing
- Visual discrimination
- Vocabulary words
- Word recognition

Possible accommodations:

- AAC system
- Adapted text
- Audio book
- Graphic organizer
- Highlighting
- Light box
- Objects
- Pictures/picture symbols
- Sentence strips
- Tactile representation
- Text to speech software

Real life application: Reading for information (maps/directories, instructions, manuals, newspapers); Shopping from a list; Reading the classifieds; Managing a daily schedule (personal, school, work); Reading a menu; Identifying items/labels in a store (personal, job); Reading and following safety signs/procedures; Following a recipe

Writing Standards (W)

HS

Covered in this topic: (Essential standards bolded)

GBE pages 53/54

Conduct research (HS.7)

Write informative pieces (HS.2)

Gather information (HS.8)

Write narrative pieces (HS.3)

Produce writing pieces (HS.4)

Write persuasive pieces (HS.1)

Revise and edit (HS.5)

Write routinely (HS.10)

Use technology to produce and publish writing (HS.6)

Additional skills/concepts:

- Choice-making
- Emergent literacy skills
- Following directions
- Punctuation
- Recall
- Sequencing
- Sight words
- Visual discrimination
- Vocabulary words
- Word recognition

Possible accommodations:

- AAC system
- Adapted keyboard
- Adapted pencils/grips
- Colored overlays
- Graphic organizer
- Highlighting
- Objects
- Pictures/picture symbols
- Sentence strips
- Slant board
- Speech to text software
- Word prediction software

Real life application: Creating a resume; Completing a job application, forms; Emailing; Texting; Using signature (written, name stamp) for various purposes (open a bank account, sign IEP); Write a shopping list; Providing personal information for various purposes; Journaling; Writing a letter for a specific purpose; Writing entries on personal calendar; Blogging; Using social media

Speaking and Listening (SL)

HS

Covered in this topic: (Essential standards bolded)

GBE page 55

Add multimedia to presentations (HS.5)

Participate in collaborative conversations (HS.1)

Evaluate a speaker's point of view (HS.3)

Report on a topic (HS.4)

Evaluate the credibility and accuracy of diverse media (HS.2)

Use speech appropriate to a given task (HS.6)

Additional skills/concepts:

- Adjectives
- Attending to speaker
- Choice-making
- Emergent literacy skills
- Following directions
- Recall
- Sequencing
- Tone/volume
- Turn-taking

Possible accommodations:

- AAC system
- Adapted keyboard
- Objects
- Pictures/picture symbols
- Speech to text software
- Tactile representation
- Text to speech software

Real life application: Conversing with friends, classmates, and co-workers; Using digital media; Presenting powerpoints/reports (student-led IEP); Participating in a debate; Talking on the phone; Taking and relaying messages; Participating in a class or school production; Placing an order (food, shopping); Asking for directions/assistance (school, job, community); Skyping; Reporting emergencies or safety issues (job, community); Interviewing for a job; Scheduling an appointment

Language (L)

HS

Covered in this topic: (Essential standards bolded)

GBE page 56

Conventions of writing (HS.2)

Language conventions (HS.3)

English grammar and usage (HS.1)

Word meaning (HS.4)

Generalize words and phrases (HS.6)

Word relationships (HS.5)

Additional skills/concepts:

- Auditory discrimination
- Letter case
- Sight words
- Word recognition
- Choice-making
- Object discrimination
- Visual discrimination
- Emergent literacy skills
- Punctuation
- Vocabulary words

Possible accommodations:

- AAC system
- Adapted pencils/grips
- Scribe
- Speech to text software
- Adapted keyboard
- Graphic organizer
- Sentence strips
- Text to speech software
- Adapted paper
- Pictures/picture symbols
- Slant board
- Word prediction software

Real life application: Emailing; Texting; Blogging; Using social media; Writing events/reminders (job, school, social) on a personal calendar; Completing job applications, personal information forms; Interviewing for a job

Reading Standards for Literacy in History/Social Studies (RH)

HS

Covered in this topic: (Essential standards bolded)

GBE pages 57/58

Analyze events related to history/social studies (HS.3)

Connect the ideas from a text to the author’s claim (HS.8)

Apply quantitative data to the appropriate qualitative analysis (HS.7)

Determine main idea and summarize primary or secondary sources (HS.2)

Cite historical texts to support an analysis (HS.1)

Compare and contrast different authors’ points of view (HS.6)

Reading comprehension (HS.10)

Compare and contrast perspectives on the same topic (primary/secondary sources) (HS.9)

Text structure (HS.5)

Word meaning (HS.4)

Additional skills/concepts:

- Actions and consequences
- Emotions and feelings
- Recall
- Visual discrimination
- Auditory discrimination
- Matching
- Sequencing
- Emergent literacy skills
- Object discrimination
- Similarities/differences

Possible accommodations:

- AAC system
- Eye gaze board
- Light box
- Sentence strips
- Adapted text
- Graphic organizer
- Objects
- Tactile representation
- Audio book
- Highlighting
- Pictures/picture symbols
- Text to speech software

Real life application: Reading the newspaper; Participating in cultural or regional events; Watching the news; Reporting on current events; Telling about yourself (personal history); Participating in a school club or community organization; Researching desired jobs; Visiting a museum; Participating in job shadowing

Reading Standards for Literacy in Science and Technical Subjects (RST)

HS

Covered in this topic: (Essential standards bolded)

GBE pages 59/60

Analyze structure of relationships within text (HS.5)

Analyze the author’s purpose in scientific/technical material (HS.6)

Cite science/technical texts to support an analysis (HS.1)

Compare and contrast scientific data with text (HS.9)

Determine central idea and summarize (HS.2)

Determine meaning of key terms in scientific/technical material (HS.4)

Evaluate validity of the author’s reasoning (HS.8)

Follow procedures (HS.3)

Reading comprehension (HS.10)

Translate text into visuals and visuals into text (HS.7)

Additional skills/concepts:

- Actions and consequences
- Auditory discrimination
- Emergent literacy skills
- Following directions
- Matching
- Recall
- Sequencing
- Similarities/differences
- Sorting
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted scientific materials
- Adapted text
- Audio book
- Graphic organizer
- Highlighting
- Objects
- Pictures/picture symbols
- Tactile representation
- Text to speech software

Real life application: Following safety procedures (school, job, products); Cooking; Making decisions about personal hygiene and health; Recycling; Comparative shopping (products, materials, pricing); Gardening; Reading manuals/ instructions (appliances, electronics, jobs); Reading medical information (medication directions, thermometer reading)

Writing Standards for Literacy in History/SS, Science and Technical Subjects (WHST)

HS

Covered in this topic: (Essential standards bolded)

GBE pages 61/62

Conduct research (HS.7)

Draw evidence from text (HS.9)

Gather information (HS.8)

Produce writing pieces (HS.4)

Revise and edit (HS.5)

Use technology to produce and publish writing (HS.6)

Write informative pieces (HS.2)

Write persuasive pieces (HS.1)

Write routinely (HS.10)

Additional skills/concepts:

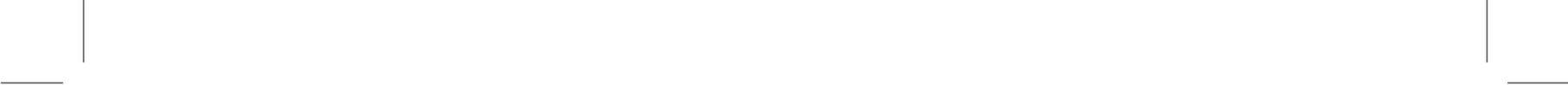
- Choice-making
- Emergent literacy skills
- Following directions
- Object discrimination
- Punctuation
- Recall
- Sight words
- Visual discrimination
- Vocabulary words
- Word recognition

Possible accommodations:

- AAC system
- Adapted keyboard
- Adapted pencils/grips
- Colored overlays
- Graphic organizer
- Highlighting
- Objects
- Pictures/picture symbols
- Sentence strips
- Slant board
- Speech to text software
- Word prediction software

Real life application: Journaling; Participating in a school club or community organization; Using digital media; Using social media; Blogging; Reading the newspaper; Creating a powerpoint/report; Going to the library; Documenting job productivity/completing a time sheet; Planning an event (writing invitations, lists); Writing a resume





Math

K-2



Counting and Cardinality (CC)

K-2

Covered in this domain: (Essential standards bolded)

GBE pages 9/10

Compare groups of objects (K.6)

Compare written numerals (K.7)

Counting (K.1)

Count to answer “how many?” (K.5)

Count up from a given number (K.2)

One-to-one correspondence and concept of one more (K.4)

Represent objects with written numerals (K.3)

Additional skills/concepts:

- Auditory discrimination
- Emergent math skills
- Following directions
- Larger/smaller
- Object discrimination
- Object manipulation
- Sorting
- Visual discrimination
- Visual scanning

Possible accommodations:

- AAC system
- Adapted number line
- Graphic organizer
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Identifying personal information (age, address, phone number); Using lunch pin numbers; Expressing wants and needs (more, less); Playing games; Participating in morning routine (calendar, weather); Logging on to a computer

Operations and Algebraic Thinking (OA)

K-2

Covered in this domain: (Essential standards bolded)

GBE page 11

Add and subtract (2.2)

Pair objects to determine odd or even (2.3)

Find the total number of objects using repeated addition (2.4)

Solve problems involving addition and subtraction (2.1)

Additional skills/concepts:

- Emergent math skills
- More/less
- Sorting
- Following directions
- Object manipulation
- Visual discrimination
- Matching
- One-to-one correspondence

Possible accommodations:

- AAC system
- Graphic organizer
- Tactile representation
- Adapted calculator
- Math manipulatives
- Adapted number line
- Pictures/picture symbols

Real life application: Identifying personal information (age, address, phone number); Expressing wants and needs (more, less); Playing games; Playing with puzzles; Following a chore chart; Counting for a specific purpose

Number and Operations in Base Ten (NBT)

K-2

Covered in this domain: (Essential standards bolded)

GBE pages 12/13

Add and subtract (2.5)

Mentally add or subtract 10 or 100 to/from a given number (2.8)

Addition and subtraction strategies (2.9)

Number representations (2.3)

Add two-digit numbers (2.6)

Place value (2.1)

Compare number values (2.4)

Skip counting (2.2)

Line up digits according to place value to add or subtract (2.7)

Additional skills/concepts:

- Emergent math skills
- Matching
- Object manipulation
- Following directions
- More/less
- One-to-one correspondence
- Grouping
- Object discrimination
- Sequencing

Possible accommodations:

- AAC system
- Graphic organizer
- Tactile representation
- Adapted calculator
- Math manipulatives
- Adapted number line
- Pictures/picture symbols

Real life application: Expressing wants and needs (more, less); Playing games; Following a chore chart; Counting for a specific purpose; Counting coin values; Making a simple purchase; Playing store

Measurement and Data (MD)

K-2

Covered in this domain: (Essential standards bolded)

GBE pages 14/15

Compare different units of measure (2.2)

Compare length of objects (2.4)

Estimate length (2.3)

Gather and represent measurement data using a line plot (2.9)

Measure length with an appropriate tool (2.1)

Represent data on a graph (2.10)

Represent whole numbers on a number line and use to add or subtract (2.6)

Solve for an unknown length in a word problem (2.5)

Solve word problems involving money (2.8)

Tell time (2.7)

Additional skills/concepts:

- Emergent math skills
- Mathematical symbols (identifying)
- Patterns
- Visual discrimination
- Following directions
- Object discrimination
- Sequencing
- Matching
- Order objects by size
- Skip counting

Possible accommodations:

- AAC system
- Adapted graph paper
- Math manipulatives
- Adapted calculator
- Adapted measuring tools
- Pictures/picture symbols
- Adapted clock
- Graphic organizer
- Tactile representation

Real life application: Telling time; Using a calendar; Counting coin values; Making a simple purchase; Following a schedule or guide; Following sports scores; Playing games; Managing allowance; Cooking; Tracking personal information (age, weight, height)

Geometry (G)

K-2

Covered in this domain: (Essential standards bolded)

GBE page 16

A rectangle can be partitioned into same-size squares (2.2)

Identify shapes (2.1)

A whole can be partitioned into sets of equal parts (2.3)

Additional skills/concepts:

- Emergent math skills
- Following directions
- Matching
- More/less
- Object discrimination
- Object manipulation
- Patterns
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted number line
- Graphic organizer
- Jig
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Sharing (snacks); Playing with puzzles; Creating arts and crafts; Playing with construction toys (Legos, Tinker Toys, Lincoln Logs)



Math

3-5

Operations and Algebraic Thinking (OA)

3-5

Covered in this domain: (Essential standards bolded)

GBE page 19

Generate patterns (5.3)

Use grouping symbols to evaluate expressions (5.1)

Interpret numerical expressions using grouping symbols (5.2)

Additional skills/concepts:

- Counting up from a given number
- Emergent math skills
- Following directions
- Mathematical symbols (identifying)
- Object manipulation
- One-to-one correspondence
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted calculator
- Adapted number line
- Adapted pencils/grips
- Graphic organizer
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Playing games and puzzles; Shopping for multiple items; Creating arts and crafts; Participating in mini-society (BizTown); Managing money (savings, allowance); Following a set schedule

Number and Operations in Base Ten (NBT)

3-5

Covered in this domain: (Essential standards bolded)

GBE page 20

Decimal operations (5.7)

Multiply whole numbers (5.5)

Decimal place value (5.3)

Place value (5.1)

Divide whole numbers (5.6)

Rounding decimals (5.4)

Additional skills/concepts:

- Addition
- Emergent math skills
- Following directions
- Grouping
- Mathematical symbols (identifying)
- Object manipulation
- One-to-one correspondence
- Subtraction

Possible accommodations:

- AAC system
- Adapted calculator
- Adapted number line
- Adapted pencils/grips
- Graphic organizer
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Playing games; Managing money (savings, allowance); Shopping (pricing, sales); Sharing food, toys; Using a calculator; Playing store; Creating arts and crafts

Number and Operations-Fractions (NF)

3-5

Covered in this domain: (Essential standards bolded)

GBE pages 21/22

Add and subtract fractions (5.1)

Multiplication word problems involving fractions (5.6)

Divide whole numbers by fractions (5.7)

Multiply fractions (5.4)

Fractions represent division problems (5.3)

Multiplying by a whole number produces a bigger product; multiplying by a fraction produces a smaller product (5.5)

Fraction word problems (5.2)

Additional skills/concepts:

- Addition
- Larger/smaller
- More/less
- Object discrimination
- Operational relationships
- Subtraction
- Top/bottom
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted calculator
- Adapted number line
- Adapted pencils/grips
- Graphic organizer
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Cooking and baking; Sharing meals, snacks (pizza, candy); Playing games; Playing cards; Shopping; Constructing puzzles; Participating in class activities (tallies, voting, surveys); Creating arts and crafts

Measurement and Data (MD)

3-5

Covered in this domain: (Essential standards bolded)

GBE pages 23/24

Equivalent measurement (5.1)

Relate volume to addition and multiplication (5.5)

Organize and represent data (5.2)

Solve real word problems involving time and money (4.2)

Measure volume (5.4)

Tell time (3.1)

Properties of volume (5.3)

Additional skills/concepts:

- Choice-making
- Coin identification
- Coin value
- Emergent math skills
- Full/empty
- Matching
- Object discrimination
- One-to-one correspondence
- Rounding
- Sequencing
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted calculator
- Adapted clock
- Adapted measuring tools
- Adapted number line
- Adapted pencils/grips
- Graphic organizer
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Cooking and baking; Creating and following a schedule; Creating charts or lists (tallies, votes, surveys); Shopping (estimating, rounding); Playing games and keeping score; Tracking personal information (height, weight); Participating in health and fitness activities

Geometry (G)

3-5

Covered in this domain: (Essential standards bolded)

GBE page 25

Categories of shapes have similar attributes (5.3)

Plot coordinates on a graph (5.1 and 5.2)

Classify shapes (5.4)

Additional skills/concepts:

- Emergent math skills
- Following directions
- Number value
- Object discrimination
- Object manipulation
- One-to-one correspondence
- Spatial discrimination
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted graph paper
- Adapted number line
- Adapted pencils/grips
- Graphic organizer
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Recycling; Following a schedule or chart; Using a directory or map; Playing games and keeping score; Recognizing safety signs; Doing a word search, crossword puzzle; Creating arts and crafts/collages; Organizing play areas



Math

6-8

Ratios and Proportional Relationships (RP)

6-8

Covered in this domain: (Essential standards bolded)

GBE page 29

Create and solve ratios (7.1)

Use ratios to solve real world problems (7.3)

Represent proportional relationships (7.2)

Additional skills/concepts:

- Emergent math skills
- Following directions
- Greater than/less than
- Number value
- One-to-one correspondence
- Sequencing
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted calculator
- Adapted number line
- Adapted pencils/grips
- Graphic organizer
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Building models; Cooking and baking; Shopping (sales, tax, change due); Serving food (birthday cake, snack); Participating in health, fitness, and nutritional activities; Creating charts or lists (tallies, votes, surveys); Analyzing sports scores/statistics

The Number System (NS)

6-8

Covered in this domain: (Essential standards bolded)

GBE page 30

Estimate the values of numbers (8.2)

Identify rational and irrational numbers (8.1)

Additional skills/concepts:

- Emergent math skills
- Greater than/less than
- Number value
- Patterns
- Place value
- Rounding
- Sequencing
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted graph paper
- Adapted number line
- Adapted pencils/grips
- Graphic organizer
- Math manipulatives
- Pictures/picture symbols
- Slant board
- Tactile representation

Real life application: Recording and tracking daily weather; Racing remote control cars; Building scale models; Cooking; Using a map; Determining amount needed for a purchase; Planning for a party or event

Expressions and Equations (EE)

6-8

Covered in this domain: (Essential standards bolded)

GBE pages 31/32

Define slope and y-intercept (8.6)

Scientific notation (8.4)

Evaluate square root and cube root of perfect squares and cubes (8.2)

Solve linear equations (8.7)

Graph and compare slope (8.5)

Solve pairs of linear equations (8.8)

Know how to evaluate numerical expressions that contain exponents (8.1)

Understand the powers of 10 (8.3)

Additional skills/concepts:

- Directionality
- Emergent math skills
- Greater than/less than
- Mathematical symbols
- One-to-one correspondence
- Repeated addition
- Spatial discrimination
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted calculator
- Adapted graph paper
- Adapted number line
- Adapted pencils/grips
- Graphic organizer
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Using maps, directories; Using guides, schedules; Using a bus schedule; Doing a word search, crossword puzzle; Tracking health, fitness, and nutritional activities; Comparative shopping; Determining amount needed for a purchase; Gardening and landscaping

Functions (F)**6-8****Covered in this domain: (Essential standards bolded)**

GBE page 33

Compare/contrast two different input/output relationships (8.2) **Equations of linear and non-linear functions (8.3)****Construct a linear graph as described verbally (8.5)****Specific input will yield specific output (8.1)****Construct a linear graph using a table or equation (8.4)**

Additional skills/concepts:

- Emergent literacy skills
- Following directions
- Matching
- Patterns
- Sequencing
- Similarities/differences
- Spatial discrimination
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted graph paper
- Adapted pencils/grips
- Graphic organizer
- Math manipulatives
- Pictures/Picture symbols
- Tactile representation

Real life application: Using maps; Developing or using charts or Excel spreadsheets; Playing games; Comparative shopping (unit pricing); Managing money/budgeting; Working in the school store; Participating in a fund-raiser

Geometry (G)

6-8

Covered in this domain: (Essential standards bolded)

GBE pages 34/35

Demonstrate rotations (turns), reflections (flips), and translations (slides) (8.1)

Pythagorean Theorem (8.7)

Pythagorean Theorem (8.8)

Describe the manipulation or resizing of geometric figures (8.3)

Pythagorean Theorem is a formula that only applies to right triangles (8.6)

Properties of angles (8.5)

Properties of shapes stay the same regardless of orientation (8.2)

Volume of cones, cylinders, and spheres (8.9)

Properties of shapes stay the same regardless of orientation or size (8.4)

Additional skills/concepts:

- Directionality
- Emergent math skills
- Matching
- Object discrimination
- Object manipulation
- One-to-one correspondence
- Similarities/differences
- Spatial discrimination
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted graph paper
- Adapted pencils/grips
- Graphic organizer
- Jig
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Using guides, schedules (school, bus, movies), directories; Creating a model; Cooking; Creating an art project; Comparison shopping (size); Recycling; Packing your lunch; Packing for a trip; Wrapping a gift; Assembling boxes; Gardening and landscaping

Statistics and Probability (SP)

6-8

Covered in this domain: (Essential standards bolded)

GBE page 36

Construct a two-way table and interpret association between the two variables (8.4)

Describe patterns on a graph using a line of best fit (8.2)

Describe patterns on a graph using slope and intercept (8.3)

Describe patterns on a graph (8.1)

Additional skills/concepts:

- Directionality
- Emergent math skills
- Greater than/less than
- Matching
- Patterns
- Similarities/differences
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted calculator
- Adapted graph paper
- Adapted pencils/grips
- Graphic organizer
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Creating comparison charts for a purpose; Graphing time or weather conditions; Playing games (dice), bingo, cards; Analyzing sports scores; Participating in a science lab/experiment; Participating in an election





Math

HS



Algebra—Seeing Structure in Expressions (SSE)

HS

Covered in this domain: (Essential standards bolded)

GBE page 39

Interpret expressions (HS.1)

Write equivalent expressions (HS.2)

Use factoring to create equivalent expressions (HS.3)

Additional skills/concepts:

- Emergent math skills
- Grouping
- Mathematical symbols
- Object manipulation
- One-to-one correspondence
- Sorting
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted calculator
- Adapted number line
- Adapted pencils/grips
- Graphic organizer
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Following a schedule or job chart; Stocking supplies; Taking inventory; Following a recipe, manipulating a recipe (doubling, halving); Constructing simple objects (birdhouse, garden box, stool); Completing a home improvement project (painting, hanging curtains); Planning a purchase (budgeting)

Algebra—Creating Equations (CED)

HS

Covered in this domain: (Essential standards bolded)

GBE page 40

Create equations and graph on a coordinate axis (HS.2)

Rearrange an equation to highlight a specific variable (HS.4)

Create equations to solve problems with one variable (HS.1)

Additional skills/concepts:

- Emergent math skills
- Following directions
- Matching
- Mathematical symbols
- One-to-one correspondence
- Sequencing
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted calculator
- Adapted graph paper
- Adapted number line
- Adapted pencils/grips
- Graphic organizer
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Performing data entry; Creating and using a spreadsheet; Comparative shopping (sale prices, sales tax); Calculating a tip; Managing money (paycheck, savings); Taking inventory; Tracking daily food intake (counting calories)

Algebra—Reasoning with Equations and Inequalities (REI)

HS

Covered in this domain: (Essential standards bolded)

GBE page 41

Extraneous solutions may arise when solving simple equations (HS.2)

Solve linear equations with coefficients represented by letters (HS.3)

Graph and solve a system with a linear relationship and a quadratic relationship (HS.7)

Solve a system of linear equations with graphs (HS.6)

Justify a solution method (HS.1)

Additional skills/concepts:

- Addition
- Directionality
- Emergent math skills
- Following directions
- Grouping
- Matching
- Mathematical symbols
- One-to-one correspondence
- Sequencing
- Subtraction
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted calculator
- Adapted number line
- Adapted pencils/grips
- Graphic organizer
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Taking inventory; Estimating an amount needed for a purchase; Using a map; Tracking health, fitness, and nutritional activities; Driving safety; Estimating distances and travel times; Using a GPS; Purchasing in bulk (catering, event planning); Budgeting (parties, vacations, everyday expenses)

Geometry—Congruence (CO)

HS

Covered in this domain: (Essential standards bolded)

GBE page 42

Demonstrate rotations (turns), reflections (flips), and translations (slides) (HS.5)

Additional skills/concepts:

- Emergent math skills
- Object discrimination
- Object manipulation
- Spatial discrimination
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted pencils/grips
- Graphic organizer
- Jig
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Creating an art project; Recycling; Woodworking and carpentry; Building models; Gardening; Creating a diagram (floor plan, map)

Geometry–Similarity, Right Triangles, and Trigonometry (SRT)

HS

Covered in this domain: (Essential standards bolded)

GBE page 43

Identify similar figures (HS.2)

Pythagorean Theorem is a formula that only applies to right triangles (HS.4)

Additional skills/concepts:

- Emergent math skills
- Matching
- Object discrimination
- Object manipulation
- Sorting
- Spatial discrimination
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted graph paper
- Adapted pencils/grips
- Graphic organizer
- Jig
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Using a copy machine; Using a schedule or directory; Using a map; Playing games; Stocking shelves; Performing office tasks (folding, mailing); Setting a table; Sorting and washing laundry

Geometry–Circles (C)

HS

Covered in this domain: (Essential standards bolded)

GBE page 44

Identify the properties of circles (HS.1)

Additional skills/concepts:

- | | | |
|-------------------------|----------------------------|--------------------------|
| • Emergent math skills | • Object manipulation | • Spatial discrimination |
| • Matching | • Similarities/differences | • Visual discrimination |
| • Object discrimination | • Sorting | |

Possible accommodations:

- | | | |
|---------------------------|----------------------|----------------------------|
| • AAC system | • Graphic organizer | • Pictures/picture symbols |
| • Adapted measuring tools | • Jig | • Tactile representation |
| • Adapted pencils/grips | • Math manipulatives | |

Real life application: Using an analog clock; Baking (pies, cupcakes, pizza); Participating in sports (baseball, basketball); Recycling; Changing a tire; Walking/running on a track, circuit training; Setting a table

Geometry–Geometric Measurement and Dimension (GMD)

HS

Covered in this domain: (Essential standards bolded)

GBE page 45

Identify the shapes of cross-sections of three-dimensional objects (HS.4)

Additional skills/concepts:

- Emergent math skills
- Object discrimination
- Object manipulation
- Sorting
- Spatial discrimination
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted pencils/grips
- Graphic organizer
- Jig
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Participating in a science lab (dissecting); Recycling; Collecting environmental information; Cooking (layered cakes, fruit salad, layered dips)

Geometry–Modeling with Geometry (MG)

HS

Covered in this domain: (Essential standards bolded)

GBE page 46

Identify geometric shapes in the real world (HS.1)

Additional skills/concepts:

- Emergent math skills
- Matching
- Object discrimination
- Object manipulation
- Spatial discrimination
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted pencils/grips
- Graphic organizer
- Jig
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Using guides, schedules, directories; Driving safety (traffic and safety signs); Using hand or power tools; Cooking and baking; Performing office tasks (folding, sorting); Assembling furniture; Stocking shelves

Statistics and Probability—Interpreting Categorical and Quantitative Data (ID)

HS

Covered in this domain: (Essential standards bolded)

GBE page 47

Interpret categorical data in a two-way frequency table (HS.5)

Represent data with plots (HS.1)

Interpret data on a scatter plot (HS.6)

Use measures of center to compare data (HS.2)

Interpret the slope and intercept on a graph (HS.7)

Additional skills/concepts:

- Directionality
- Emergent math skills
- Greater than/less than
- Mathematical symbols
- One-to-one correspondence
- Patterns
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted calculator
- Adapted graph paper
- Adapted pencils/grips
- Graphic organizer
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Creating comparison charts for a purpose; Creating and using schedules (job, school); Comparative shopping; Analyzing sports scores; Tracking health, fitness, and nutritional activities; Playing games, bingo, cards; Creating and managing a budget

Statistics and Probability—Making Inferences and Justifying Conclusions (IC)

HS

Covered in this domain: (Essential standards bolded)

GBE page 48

Evaluate if data is consistent with a data-generating process (HS.2)

Additional skills/concepts:

- Emergent math skills
- Matching
- Likely/unlikely
- Visual discrimination

Possible accommodations:

- AAC system
- Adapted calculator
- Adapted pencils/grips
- Adapted spinner
- Colored overlays
- Graphic organizer
- Math manipulatives
- Pictures/picture symbols
- Tactile representation

Real life application: Playing games with spinners or dice; Playing cards; Participating in a science lab; Analyzing sports scores; Using tally marks or clicker to collect data; Conducting inventory





Glossary



Glossary—Accommodations

AAC system- an augmentative/alternate communication tool that helps a student communicate (e.g., speech generating devices, voice amplifiers, picture communication systems, switches, American Sign Language)

Adapted calculator- calculator with enlarged or tactile buttons

Adapted clock- clock with enlarged or tactile numbers

Adapted graph paper- graph paper with enlarged, visually colored, or tactile lines

Adapted keyboard- computer interface that makes typing accessible to all students (e.g., tactile and/or enlarged keys, overlays, AlphaSmart)

Adapted measuring tools- measuring instruments (e.g., ruler, compass, protractor) with enlarged, visually colored, or tactile features

Adapted number line- number line with enlarged, visually colored, or tactile features

Adapted paper- paper with enlarged, visually colored, or tactile lines

Adapted pencils/grips- instruments that make writing more accessible

Adapted scientific materials- objects, tools, or instruments necessary in the study of science (e.g., scale, microscope, thermometer) with enlarged, visually colored, or tactile features

Adapted spinner- spinner that has been made operable by a switch or has enlarged, visually colored, or tactile features

Adapted text- text that has been altered physically (e.g., enlarged text, text broken into sections) or in complexity (still portrays main idea)

Audio book- recording of text being read (e.g., CD, MP3, tape cassette)

Colored overlays- transparent plastic sheets of different colors or textures put over text to improve readability

Eye gaze board- method of displaying that enables students with limited mobility to focus their gaze on selected items

Glossary—Accommodations

Graphic organizer- visual representation of information (e.g., ideas, thoughts, key facts) that the student is learning

Highlighting- use of color to draw attention to specific information

Jig- visual/physical model used for performing a task (e.g., sorting tool)

Light box- a backlit frame used to illuminate items to aid visual discrimination

Math manipulatives- objects used to represent mathematical concepts

Objects- tangibles used to represent words or concepts

Picture symbols- picture cards with or without words (e.g., Boardmaker, SymWriter) used for receptive and/or expressive language

Picture/talking dictionary- dictionary with visual or verbal representation of word meanings

Pictures- visual representations of words or concepts (e.g., pictures, photos)

Scribe- person designated to write a student's thoughts or words

Sentence strips- strips to display words, phrases, or sentences that can be manipulated

Slant board- smooth, angled, work surface that positions the wrist for writing or items for reading

Speech to text software- software that converts speech into a typewritten text displayed through word processing software

Story board- illustrations or images displayed on a board to represent a story or concept

Tactile representation- use of raised or textured materials (e.g., wiki stick, puffy paint, embossing) to access print and graphics

Text to speech software- software that converts text to audio, also may be referred to as read aloud software

Word prediction software- software that anticipates the correct word after typing only a few characters

Glossary—Skills/concepts

Actions and consequences- relationship between an action and the consequence it has on a person, place, or thing

Addition- computing sets of numbers or objects to determine the sum

Adjectives- words used to describe people, places, or things

Attending to speaker- listening actively when a peer or teacher is speaking

Auditory discrimination- distinguishing between different sounds

Before/after/next- concepts related to the order of events, actions, or persons

Choice-making- choosing from one or more options

Coin identification- relationship between coins to coins, coins to pictures, coins to name labels (written or verbal)

Coin value- matching a coin to its corresponding value (written or verbal)

Counting up from a given number- continuing the pattern of counting from a given number by ones

Directionality- direction of lines or the position of objects as up/down (vertical) or left/right (horizontal)

Emergent literacy skills- term used to describe how children construct literacy conceptually from birth and continuing throughout life; skills include oral language, concepts about print, environmental print, alphabet knowledge, phonics, and visual/spatial discrimination skills

Emergent math skills- term used to describe how children construct math conceptually from birth and continuing throughout life; skills include number identification, one-to-one correspondence, counting, and visual/spatial discrimination skills

Emotions and feelings- personal reactions to a particular event (e.g., sad, happy, hurt)

Fact vs. opinion- concept that an event or statement is real and can be proven as opposed to a person's feelings or thoughts

First/last- concept of a beginning and an end

Glossary—Skills/concepts

Following directions- following specific one-step or multi-step directions

Full/empty- concept of a container being filled to maximum capacity or vacant

Greater than/less than- identifying an amount as more or less when compared to another amount

Grouping- arranging numeric expressions or math manipulatives in sets to demonstrate an algebraic equation

Larger/smaller- differentiating by size

Letter case- distinction between the larger and smaller letter shapes

Letter recognition- identifying letters of the alphabet

Likely/unlikely- probability of an occurrence

Matching- connecting a word, object, or picture to a like word, object, or picture

Mathematical symbols- symbols used to indicate a mathematic relation (e.g., $()$, $+$, $-$, $=$, x)

More/less- differentiating by amount

Number value- amount a number represents

Object discrimination- distinguishing between objects

Object manipulation- handling an object

One-to-one correspondence- demonstrating the relationship between numbers to objects, objects to objects, words to objects, or words to words

Operational relationships- connection between two operations

Order objects by size- sequencing objects from smallest to largest or vice versa

Patterns- a regular or repetitive form, order, or arrangement

Glossary—Skills/concepts

Place value- the value of a digit as determined by its position in a number (e.g., tens, hundreds)

Punctuation- standard marks and signs (e.g., period, comma, question mark) used in writing and text

Recall- the ability to retell information

Repeated addition- adding the same numeric value multiple times to obtain a sum

Rounding- expressing a quantity to the nearest specified place value (e.g., nearest whole, tenth)

Sequencing- the following of one thing after another in chronological or logical order

Sight words- common words that are known instantly or automatically

Similarities/differences- recognizing attributes as alike or unlike

Skip counting- counting using any number greater than one (e.g., 2, 5, 10)

Sorting- arranging items in common sets according to shared attributes

Spatial discrimination- accurately perceiving objects in space with reference to other objects

Subtraction- taking away from a specified amount

Tone/volume- characteristics of sound when speaking as well as understanding the loudness or softness of speech

Top/bottom- identifying the position of numbers as it relates to fractions

Turn-taking- to do something one person after another

Visual discrimination- recognizing similarities and differences between items (e.g., images, objects, words) using sight

Visual scanning- maintaining, shifting, and tracking attention on a target or from one target to another

Vocabulary words- collection of words related to a specific topic

Word recognition- identifying written words accurately with little or no effort



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