

Grade 1

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Subject	Grade	Strand	Standard	Benchmark

Grade 1: Reading Process

Concepts of Print		Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.
	The student will:	
LA.1.1.1.1	- locate the title, table of contents, names of author and illustrator, glossary, and index; and	
LA.1.1.1.2	- distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - locate the title of a book; - identify print, not a picture, as carrying the message or story; - match print to speech; - distinguish letters from words; - identify where to begin reading and move from top to bottom and left to right; and - name 15 or more upper case and lower case letters of the alphabet. 	<ul style="list-style-type: none"> - recognize that sentences are made of separate words; - identify familiar books by their covers; - turn pages front to back; and - name five or more letters of the alphabet and identify whether a letter is upper or lower case. 	<ul style="list-style-type: none"> - attend to print materials by touching, looking, or listening; - recognize if a book is upside down or backwards; and - respond to the book cover or illustrations in a familiar story.

Phonemic Awareness		Standard: The student demonstrates phonemic awareness.
	The student will:	
LA.1.1.3.1	- identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC);	
LA.1.1.3.2	- blend three to five phonemes to form words;	
LA.1.1.3.3	- segment single syllable words into individual phonemes; and	
LA.1.1.3.4	- manipulate individual phonemes to create new words through addition, deletion, and substitution.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - identify, blend, and segment syllables and onset and rime in words; - recognize and produce words that rhyme; - identify the initial sound in one-syllable words; and - identify and blend phonemes in selected VC and CVC words. 	<ul style="list-style-type: none"> - identify words that rhyme; - segment auditory sentences into individual words; and - identify whether words and environmental sounds are the same or different. 	<ul style="list-style-type: none"> - imitate sounds or rhythm in familiar songs or rhymes; - respond to environmental sounds; - associate particular sounds with familiar stories, songs, and rhymes; and - respond to spoken words in familiar stories, songs, and rhymes.

Phonics/Word Analysis		Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
	The student will:		
LA.1.1.4.1	- generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words;		
LA.1.1.4.2	- identify the sounds of vowels and consonant digraphs in printed words;		
LA.1.1.4.3	- decode words with r-controlled letter-sound associations;		
LA.1.1.4.4	- decode words from common word families;		
LA.1.1.4.5	- recognize high frequency words;		
LA.1.1.4.6	- identify common, irregular words, compound words, and contractions;		
LA.1.1.4.7	- decode base words and inflectional endings; and		
LA.1.1.4.8	- use self-correction when subsequent reading indicates an earlier misreading.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.
<ul style="list-style-type: none"> - produce the most common sounds associated with ten or more letters; - identify the first letter and sound in one-syllable words; and - blend sounds to decode VC and CVC words. 		<ul style="list-style-type: none"> - recognize that print represents spoken words; - identify informational logos and symbols with words in the environment; - identify own first name in print; and - identify the initial sound in own first name and familiar words. 	

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
	The student will:		
LA.1.1.5.1	- apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;		
LA.1.1.5.2	- recognize high frequency and familiar words in isolation and in context; and		
LA.1.1.5.3	- adjust reading rate based on purpose, text difficulty, form, and style.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will name five or more letters.	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - name ten or more letters and produce their sounds; and - read two or more words. 			<ul style="list-style-type: none"> - respond consistently to a familiar person, object, gesture/sign, or photograph in familiar stories, songs, rhymes, and routines; and - request continuation of a familiar story, song, or rhyme when it has been interrupted.

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
	The student will:		
LA.1.1.6.1	- use new vocabulary that is introduced and taught directly;		
LA.1.1.6.2	- listen to, read, and discuss both familiar and conceptually challenging text;		
LA.1.1.6.3	- use context clues;		
LA.1.1.6.4	- categorize key vocabulary and identify salient features;		
LA.1.1.6.5	- relate new vocabulary to prior knowledge;		
LA.1.1.6.6	- identify and sort common words into conceptual categories;		
LA.1.1.6.7	- identify common antonyms and synonyms;		
LA.1.1.6.8	- use meaning of individual words to predict meaning of unknown compound words;		
LA.1.1.6.9	- determine the correct meaning of words with multiple meanings (e.g., mine) in context; and		
LA.1.1.6.10	- determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will: <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to and talk about stories; - identify and describe pictures of persons, objects, actions, and settings in familiar activities; - sort common objects into categories; - relate new vocabulary to familiar words; and - use pictures and symbols to identify meaning of unknown words. 	<i>Supported.</i> The student will: <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to and interact with stories; - identify pictures of persons, objects, actions, and settings in familiar activities; and - use pictures to identify meaning of unknown symbols and words. 	<i>Participatory.</i> The student will: <ul style="list-style-type: none"> - respond to new vocabulary that is introduced and taught directly; - listen and respond to familiar stories; - respond to names of familiar persons and objects in routines; and - match familiar objects to tasks in routines. 	

Reading Comprehension		Standard: The student uses a variety of strategies to comprehend grade level text.
	The student will:	
LA.1.1.7.1	- identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading;	
LA.1.1.7.2	- use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;	
LA.1.1.7.3	- retell the main idea or essential message;	
LA.1.1.7.4	- identify supporting details;	
LA.1.1.7.5	- distinguish fact from fiction and cause from effect;	
LA.1.1.7.6	- arrange events in sequence;	
LA.1.1.7.7	- identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events);	
LA.1.1.7.8	- identify the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; and	
LA.1.1.7.9	- self monitor comprehension and reread when necessary.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - make predictions about a story using text features (e.g., illustrations, title); - identify details in pictures and read-aloud text; - identify characters, objects, actions, events, and settings in familiar read-aloud stories and pictures; - determine if a story could be real or make believe; - identify similarities and differences between characters and actions in read-aloud stories; - identify important details (e.g., who, what, where) that relate to the author's purpose in read-aloud stories; and - use strategies to repair comprehension, including but not limited to connecting characters, objects, actions, and settings in read-aloud stories to life experiences. 	<ul style="list-style-type: none"> - identify familiar characters, objects, or settings pictured in read-aloud stories; - identify details in familiar pictures and read-aloud text; - distinguish between real and model objects; - identify actions pictured in familiar read-aloud stories; - identify differences between characters in read-aloud stories; - identify the author's purpose in read-aloud stories by answering literal yes/no questions about characters and settings; and - use strategies to repair comprehension, including but not limited to connecting characters and settings in read-aloud stories to life experiences. 	<ul style="list-style-type: none"> - respond to characters or objects and sound effects in read-aloud stories; - respond to a referent object or picture used in routines; - respond to events in familiar read-aloud stories; and - seek assistance to clarify the meaning of pictures, symbols, or words in daily classroom activities with prompting.

Grade 1: Literary Analysis

Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:	
LA.1.2.1.1	- identify various literary forms (e.g., stories, poems, fables, legends, picture books);	
LA.1.2.1.2	- retell the main events (e.g., beginning, middle, end) in a story;	
LA.1.2.1.3	- identify the characters and settings in a story;	
LA.1.2.1.4	- identify rhyme, rhythm, alliteration, and patterned structures in poems for children;	
LA.1.2.1.5	- respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and	
LA.1.2.1.6	- select age and ability appropriate fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - identify various literary forms (e.g., picture books, poetry, fairy tales, predictable books); - identify main events or actions of characters in familiar read-aloud stories; - identify characters and settings in familiar read-aloud stories; - identify rhyme, rhythm, and word patterns in read-aloud poetry and songs; - respond to read-aloud stories by contributing to a group discussion and identifying characters, actions, objects, setting, or events and connecting to life experiences; and - select and listen to a variety of stories and poems, based on interest and teacher recommendations, to begin building a core base of knowledge. 	<ul style="list-style-type: none"> - recognize familiar literary forms (e.g., picture books, poetry); - identify pictures of events in familiar read-aloud stories; - identify characters pictured in familiar read-aloud stories; - imitate rhythm and rhyming words in read-aloud poetry and songs; - respond to read-aloud stories by contributing to a discussion and identifying familiar characters, objects, events, or setting and connecting to life experiences; and - select and listen to a variety of stories and poems, based on interest and teacher recommendations, to begin building a core base of knowledge. 	<ul style="list-style-type: none"> - respond to characters, actions, or events, in familiar literary forms (e.g., read-aloud stories, poetry); - respond to rhythm and rhyme in familiar poetry or songs; and - use nonverbal expression or gestures/signs, pictures, symbols, or words to respond to familiar read-aloud stories by identifying characters, objects, or events; and - select read-aloud stories, songs, and poems, based on interest and teacher recommendations, to begin building a core base of knowledge.

Nonfiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:		
LA.1.2.2.1	- locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;		
LA.1.2.2.2	- select age and ability appropriate nonfiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge; and		
LA.1.2.2.3	- organize information found in nonfiction text through charting, listing, mapping, or summarizing.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - identify details in read-aloud informational text using text features (e.g., illustrations, signs); and - select and listen to a variety of nonfiction materials, based on interest and teacher recommendations, to begin building a core base of knowledge. 		<ul style="list-style-type: none"> - identify details in familiar pictures and read-aloud informational text; and - select and listen to a variety of nonfiction materials based on interest and teacher recommendations, to begin building a core base of knowledge. 	<ul style="list-style-type: none"> - recognize persons and objects associated with routines; and - attend to read-aloud nonfiction materials, based on interest and teacher recommendations, to begin building a core base of knowledge.

Grade 1: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.1.3.1.1	- generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, other activities);		
LA.1.3.1.2	- discussing the purpose for a writing piece; and		
LA.1.3.1.3	- organizing ideas using simple webs, maps, or lists.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will prewrite by generating ideas for pictures that tell a story about familiar persons, objects, or events through viewing pictures or answering prompting questions.		<i>Supported:</i> The student will prewrite by generating ideas for pictures that tell a story by selecting familiar persons or objects.	<i>Participatory:</i> The student will associate wants and needs with familiar persons or objects (e.g., attend to familiar person, examine objects, or follow steps in routines).

Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:		
LA.1.3.2.1	- maintaining focus on a single idea using supporting details; and		
LA.1.3.2.2	- organizing details into a logical sequence that has a beginning, middle, and end.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will draft writing by: - creating a picture; and - dictating words and phrases that tell a story or describe the picture.	<i>Supported.</i> The student will draft writing by: - selecting or creating a picture that tells a story; and - dictating labels for the picture.	<i>Participatory.</i> The student will make an initial attempt to convey wants and needs to familiar persons, with prompting, using nonverbal expression, referent objects, gestures/signs, or voice.	

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:		
LA.1.3.3.1	- evaluating the draft for logical thinking and marking out repetitive text; and		
LA.1.3.3.2	- creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will revise the draft by: - reviewing the picture and dictation; - adding details to the picture or dictation with prompting; and - copying dictated words and phrases.	<i>Supported.</i> The student will revise the draft by: - reviewing the picture and dictation; - adding to the picture or dictation with prompting; and - copying the dictated labels.	<i>Participatory.</i> The student will adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.	

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:		
LA.1.3.4.1	- common spelling patterns (e.g., onset and rimes, word families, and simple CVC words) and conventional spelling of high frequency words;		
LA.1.3.4.2	- capital letters for the pronoun I, the beginning of a sentence, names, days of the week and months of the year;		
LA.1.3.4.3	- commas in dates, items in a series;		
LA.1.3.4.4	- singular and plural nouns, action verbs in simple sentences, and singular possessive pronouns (e.g., my/minutes, his/her, hers);		
LA.1.3.4.5	- subject and verb agreement in simple sentences; and		
LA.1.3.4.6	- end punctuation for sentences, including periods, question marks, and exclamation points.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will edit for correct use of: - left to right progression; - sequencing of letters in words; and - capitalization of own first name.		<i>Supported:</i> The student will correctly copy some letters in dictated words.	<i>Participatory:</i> The student will adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.

Publishing		Standard: The student will write a final product for the intended audience.	
LA.1.3.5.1	The student will produce, illustrate, and share a variety of compositions.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will produce and share pictures with descriptions or stories.		<i>Supported:</i> The student will produce and share pictures with labels.	<i>Participatory:</i> The student will effectively communicate wants and needs with prompting to familiar persons.

Grade 1: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.
	The student will:	
LA.1.4.1.1	- write narratives that include a main idea based on real or imagined events, characters, and a sequence of events; and	
LA.1.4.1.2	- participate in writing simple stories, poems, rhymes, or song lyrics.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will: <ul style="list-style-type: none"> - create pictures that tell a story and with dictated words and phrases; and - contribute to group writing of simple rhymes. 	<i>Supported:</i> The student will: <ul style="list-style-type: none"> - create pictures to tell a story about familiar persons or objects with dictated labels; and - contribute to group recitation of familiar rhymes, songs, or chants. 	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - communicate recognition of familiar persons or objects; and - respond to rhythm and rhyme in familiar poems, rhymes, or songs.

Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.
	The student will:	
LA.1.4.2.1	- write in a variety of informational/expository forms (e.g., rules, summaries, recipes, notes/messages, labels, instructions, graphs/tables);	
LA.1.4.2.2	- participate in recording information from informational/expository text (e.g., lists, graphs, tables or maps);	
LA.1.4.2.3	- write an informational/expository paragraph that contains a topic sentence and at least three details;	
LA.1.4.2.4	- write basic communications, including friendly letters and thank-you notes; and	
LA.1.4.2.5	- write simple directions to familiar locations using “left and right,” and create a map that matches the directions.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will: <ul style="list-style-type: none"> - contribute to group recording of expository information (e.g., labels, lists, observations) by creating pictures and dictating words and phrases; - contribute to group writing of thank-you notes and messages using picture stories with dictated words and phrases; and - produce functional text (e.g., one-step picture instructions with dictated words, phrases). 	<i>Supported:</i> The student will: <ul style="list-style-type: none"> - contribute to group recording of expository information by creating pictures and dictating labels or lists; - contribute to group writing of friendly messages and thank-you notes; and - contribute to group writing of functional text (e.g., pictures of one-step instructions in routines). 	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - communicate recognition of familiar persons, actions or objects associated with routines; - respond to informational materials; and - express wants and needs.

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
LA.1.4.3.1	The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will choose a favorite item and tell what he or she likes about it.		<i>Supported:</i> The student will choose a favorite item and tell about it.	<i>Participatory:</i> The student will communicate recognition of familiar persons or object associated with routines to express wants and needs.

Grade 1: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
	The student will:		
LA.1.5.1.1	- write numbers and uppercase and lowercase letters using left to right sequencing; and		
LA.1.5.1.2	- use appropriate spacing between letters, words, and sentences.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will: - write first name and copy letters and words from left to right with a visual cue; and - use appropriate spacing between letters and words.		<i>Supported:</i> The student will write lines, circles, and some letters.	<i>Participatory:</i> The student will use nonverbal expression or language (e.g., referent objects, gestures/signs, or verbalization) to communicate meaning.

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.	
	The student will:		
LA.1.5.2.1	- listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules;		
LA.1.5.2.2	- retell specific details of information heard;		
LA.1.5.2.3	- listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;		
LA.1.5.2.4	- use formal and informal language appropriately;		
LA.1.5.2.5	- communicate effectively when relating experiences and retelling stories read and heard; and		
LA.1.5.2.6	- participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	
<ul style="list-style-type: none"> - listen for informative purposes (e.g., following one-step directions, following classroom rules); - answer literal questions about information heard; - listen attentively to read-aloud stories and poems; - identify oral language and courteous greetings appropriate to specified settings; - communicate effectively about experiences and stories; and - use basic conversation strategies (e.g., facing the speaker, not talking while others are speaking, taking turns). 		<ul style="list-style-type: none"> - listen for informative purposes (e.g., following one-step directions); - answer literal yes/no questions about information heard; - listen attentively to read-aloud stories and poems; - recognize oral language and courteous greetings used with classmates and adults; - communicate effectively about familiar experiences and stories; and - use basic conversation strategies (e.g., facing the speaker and not talking while others are speaking). 	
		<i>Participatory.</i> The student will:	
		<ul style="list-style-type: none"> - listen for informative purposes (e.g., following prompts, cues); - listen to read-aloud stories; - respond to oral language greetings and prompts from familiar persons in routines; and - attend to communication from familiar persons (e.g., turn toward speaker, look at speaker, change facial expression). 	

Grade 1: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
LA.1.6.1.1	The student will locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will locate specific information in pictures, symbols, and environmental print.		<i>Supported.</i> The student will locate information in familiar pictures or objects.	
		<i>Participatory.</i> The student will recognize familiar persons and objects associated with routines.	

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.	
	The student will:		
LA.1.6.2.1	- formulate questions and gather information using simple reference materials (e.g., nonfiction books, picture dictionaries, software);		
LA.1.6.2.2	- use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions;		
LA.1.6.2.3	- write a simple report with a title and three facts, using informational sources; and		
LA.1.6.2.4	- identify authors, illustrators, or composers with their works.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - ask questions about a topic and gather information from simple materials (e.g., pictures, environmental print and symbols, read-aloud text); - record answers to questions about a topic using dictation and pictures; - contribute to a simple report by creating informational pictures and dictating words and phrases; and - recognize that authors and illustrators create books and pictures. 		<ul style="list-style-type: none"> - ask questions about a familiar person or object and gather information from pictures; - orally answer questions about a familiar person or object; - contribute to a simple report by creating pictures with dictated labels; and - recognize that people who write books are called authors. 	<ul style="list-style-type: none"> - communicate recognition of familiar persons, actions, or objects associated with routines; and - respond to actions from familiar persons or objects associated with routines; and - recognize familiar books or print material.

Media Literacy		Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	The student will:		
LA.1.6.3.1	- recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and		
LA.1.6.3.2	- identify types of mass communication (e.g., film, newspapers, radio, digital technology).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - identify feelings suggested by familiar nonprint media (e.g., graphics, music); and - identify two types of mass communication (e.g., television, radio, newspaper). 		<ul style="list-style-type: none"> - recognize happy or sad feelings suggested by familiar nonprint media (e.g., pictures, music); and - identify one type of mass communication (e.g., television, radio, newspaper). 	<ul style="list-style-type: none"> - respond to familiar nonprint media (e.g., videos, music); and - respond to one familiar type of mass communication (e.g., television, radio).

Technology		Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
LA.1.6.4.1	The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will use technology resources (e.g., interactive books, software, hardware) to support learning.		<i>Supported:</i> The student will use technology resources (e.g., interactive books, software, hardware) to support learning.	<i>Participatory.</i> The student will respond to a technology resource.