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- **Alternate Achievement Standard** 1.2.3A - Identify a picture/object/word cue
  - FPI E1R1.2.3A1 - Will identify a picture / object / word cue
  - FPI E1R1.2.3A2 - Will respond appropriately to a pictured request/direction
  - FPI E1R1.2.3A3 - Will make a choice from a field of two objects / pictures / words

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  - FPI E1WK.1.3A2 - Will initiate activities following left to right, or top to bottom sequencing

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FPI E1LK.1.1A1 - Will orient in direction of speaker
FPI E1LK.1.1A2 - Will make eye contact with the speaker (or indicate attention to speaker for students with limited vision)

Alternate Achievement Standard K.1.1B - Respond to voice by stopping activity or going to source of sound
FPI E1LK.1.1B1 - Will respond to voice by stopping activity and/or turning to source of sound

Alternate Achievement Standard K.1.1C - Attend to speaker for duration of activity
FPI E1LK.1.1C1 - Will attend to speaker for duration of an appropriate activity (building up to 15 minutes)
FPI E1LK.1.1C2 - Will attend to speaker for the duration of the verbal exchange

Alternate Achievement Standard K.1.1D - Follow simple directions (e.g. verbal, gesture, signed, pictures, etc.)
FPI E1LK.1.1D1 - Will follow simple directions

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FPI E1LK.1.1E1 - Will perform action to comply with one step direction
FPI E1LK.1.1E2 - Will perform action to comply with two step direction

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FPI E1LK.1.2A1 - Will make a communication attempt
FPI E1LK.1.2A2 - Will make utterances and/or say words that are purposeful
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Alternate Achievement Standard K.1.2B - Communicate choice using a gesture, action, voice output device or vocalization
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Alternate Achievement Standard K.1.2C - Communicate information using single word, gesture, action, voice output device or vocalization
FPI E1LK.1.2C1 - Will communicate information using single word related to current activity
FPI E1LK.1.2C2 - Will communicate in single word descriptions of an object or picture)
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Alternate Achievement Standard K.1.2D - Communicate information using two or three-word phrases, gesture, action, voice output device or vocalization

FPI E1LK.1.2D1 - Will communicate information using two- or three-word phrases during an activity or to describe an object or picture

Alternate Achievement Standard K.1.2E - Communicate information using a complete sentence using a gesture, action, voice output device or vocalization

FPI E1LK.1.2E1 - Will communicate information in a complete sentence

Standard 1.1.1 - Comprehension: Listen attentively

Alternate Achievement Standard 1.1.1A – Orient in direction of speaker

FPI E1L1.1.1A1 - Will orient in direction of speaker

FPI E1L1.1.1A2 - Will make eye contact with the speaker (or indicate attention to speaker for students with limited vision)

Alternate Achievement Standard 1.1.1B – Respond to voice by stopping activity or going to source of sound

FPI E1L1.1.1B1 - Will respond to voice by stopping activity and /or turning to source of sound

Alternate Achievement Standard 1.1.1C – Attend to speaker for duration of activity

FPI E1L1.1.1C1 - Will attend to speaker for duration of an appropriate activity (building up to 15 minutes)

FPI E1L1.1C2 - Will attend to speaker for the duration of the verbal exchange
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2008 INTRODUCTION

In Spring 2006, CDE approved the CAPA ELA, Math and Science blueprints aligned to grade level standards. These SEACO Curriculum Guide updates reflect the current blueprints and are formatted similar to the original SEACO Curriculum Guide. It is felt that teachers can still use the goals and objectives in the original guide and that the 2008 updates will assist in aligning instruction to CAPA.

As with the original curriculum guide, these updates are not intended to be a scope and sequence, but rather a guide to help teachers navigate through the core content standards. While the standards in this curriculum guide were selected by CDE for use with students with moderate to severe disabilities and are the blueprints for the CAPA, it is important to remember that students should have access to ALL the core content standards. The standards listed in this curriculum guide are not intended to be the only ones that might be appropriate for students with significant needs. Teachers should always have high expectations for their students and should strive to continue to develop ways for them to access the core curriculum.

A formatting system was designed to label each Functional Performance Indicator (FPI) to assist in item identification. Below is the legend for the formatting system:

<table>
<thead>
<tr>
<th>Core Area</th>
<th>CAPA Level</th>
<th>Strand</th>
<th>Grade Level</th>
<th>Standard Number</th>
<th>Alternate Achievement Standard</th>
<th>FPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1</td>
<td>Reading</td>
<td>K</td>
<td>1.3</td>
<td>A</td>
<td>1</td>
</tr>
</tbody>
</table>

This is how the above legend converts to the FPI number: E1RK.1.3A1

It is important that teachers specify the observable behavior the student is to demonstrate in achieving is/her goal – REMEMBER: if you can’t see the behavior, you can’t measure it. To that end, we have attempted to insert cues as reminders to teachers. For example, in a goal which states “identify by (specify mode of communication here)”, the specific observable behavior needs to be inserted as just the word “identify” without specificity cannot be measured.

SEACO would like to express its utmost appreciation to the following County Offices who have devoted much time and energy to this 2008 revision:

* Butte County Office of Education  
* Imperial County Office of Education  
* Los Angeles County Office of Education  
* Merced County Office of Education  
* Orange County Department of Education  
* Riverside County Office of Education  
* San Bernardino County Superintendent of Schools  
* San Diego County Office of Education  
* San Mateo County Office of Education  
* Santa Barbara County Education Office  
* Tulare County Office of Education  
* Ventura County Office of Education
## Reading

### Kindergarten

<table>
<thead>
<tr>
<th>ELA Level I</th>
<th>Number of Tasks: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0</strong> WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</td>
<td></td>
</tr>
<tr>
<td><strong>1.3 Concepts About Print:</strong> Understand that printed materials provide information.</td>
<td></td>
</tr>
<tr>
<td>✓ A. Identify environmental symbols/signs/cues.</td>
<td></td>
</tr>
<tr>
<td>✓ B. Match symbol or cue to activity or function.</td>
<td></td>
</tr>
</tbody>
</table>

### Alternate Achievement Standard

√ **1.3 A. Identify environmental symbols/signs/cues.**

### Functional Performance Indicators

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
</table>
| E1RK.1.3A1 - Will turn to the direction of sound source | By (month/day/year), when given an environmental sound source such as a telephone ringing (student) will turn to the direction of sound source using (specify mode of communication here) for ____ of ____ trials over (____) trial days/weeks as measured by data collection. | ❖ Move head in direction of speaker  
❖ Move wheelchair toward speaker  
❖ Look at speaker  
❖ Stop at street corner when hearing a vehicle approaching  
❖ Turn head when bell is rung  
❖ Orient to sound of door being closed |
| E1RK.1.3A2 - Will recognize when own name is spoken | By (month/day/year), (student) will recognize when own name is spoken using (specify mode of communication here) for ____ of ____ trials over (____) trial days/weeks as measured by data collection. | ❖ Move head in direction of speaker  
❖ Move wheelchair toward speaker  
❖ Look at speaker  
❖ Make a facial change  
❖ Wave  
❖ Communicate “Hello” / “Bye”  
❖ Smile at peers  
❖ Use augmentative/assistive technology (VOCA, pictures, etc.) to initiate or respond |
| E1RK.1.3A3 - Will respond differently to a familiar person from the response shown to an unfamiliar person | By (month/day/year), (student) will respond differently to a familiar person (e.g., smile, giggle, eye contact) from the response shown to an unfamiliar person (e.g. frown, no response, pull away) for ____ of ____ trials over (____) trial days/weeks as measured by data collection. | ❖ Make a facial change  
❖ During a teacher-staged event, turn to staff member when a stranger approaches  
❖ Match appropriate greetings for familiar people (hugs, handshakes, smiles) |
### English-Language Arts Content Standards – CAPA Level I

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1RK.1.3A4 - Will orient and/or respond to visual images</td>
<td>By (month/day/year), (student) will orient to visual images by looking at a picture book for (<strong><strong>) seconds for ____ of ____ trials over (</strong></strong>) trial days/weeks as measured by data collection.</td>
<td>Look at a computer screen, Look at picture icons</td>
</tr>
<tr>
<td>E1RK.1.3A5 - Will identify common environmental signs</td>
<td>By (month/day/year), when in the classroom/community, (student) will identify common environmental signs by indicating correct symbol from a field of (#) for ____ of ____ trials for (____) trial days/weeks as measured by data collection.</td>
<td>Verbally label environmental signs/symbols in the community, Use augmentative communication device to identify environmental signs/symbols in the classroom or community, Use correct gender restroom</td>
</tr>
<tr>
<td>E1RK.1.3A6 - Will demonstrate knowledge of environmental cues by responding appropriately to the cue</td>
<td>By (month/day/year), when given a visual cue of food-filled spoon, (student) will demonstrate knowledge of environmental cues by responding appropriately to the cue by opening mouth when he/she sees the spoon for ____ of ____ trials over (____) trial days/weeks as measured by data collection.</td>
<td>Answer a ringing telephone, Line up at door when school bell rings, Respond to a computer prompt appropriately, Stay on curb when light is red, Turn off CD player when music is over, Come to the table when the table is set, Lift hips when being changed,</td>
</tr>
<tr>
<td>E1RK.1.3A7 - Will identify common restaurants and/or community resource signs</td>
<td>By (month/day/year), when in community, (student) will identify community resource signs by going to the correct bus stop for ____ of ____ trials over (____) trial days/weeks as measured by data collection.</td>
<td>Utilize menu to order at fast food restaurant, Locate the bus stop, Locate school office/nurse, Find specific locations on campus by reading signs</td>
</tr>
<tr>
<td>Alternate Achievement Standard</td>
<td>√ 1.3 B. Match symbol or cue to activity or function</td>
<td></td>
</tr>
<tr>
<td>E1RK.1.3B1 - Will match object to object</td>
<td>By (month/year), (student) will match object to object when given a verbal cue to “put with same” for ____ of ____ trials over (____) trial days/weeks as measured by data collection.</td>
<td>Place balls in ball box, Sort silverware, Sort laundry by type of item, Put toys away by like items, Match magnetic letter to magnetic letter</td>
</tr>
<tr>
<td>E1RK.1.3B2 - Will match picture to object</td>
<td>By (month/year), when given a picture of an object and when given a cue “match” (student) will match picture to object for ____ of ____ trials over (____) trial days/weeks as measured by data collection.</td>
<td>Play picture to object lotto game, Select desired food item using a picture to the item, Enter a restaurant that is represented by a picture, Match picture of letter to magnetic letter</td>
</tr>
</tbody>
</table>

ELA Level I - 2  
CCSESA/SEACO Special Education Curriculum Guide  
2008 Update
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Achievable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1RK.1.3B3 - Will match picture to picture</td>
<td>By (month/year), when presented with an array of 3 or more pictures and given a picture of one of those that match a picture in the display, (student) will match the picture to the appropriate picture for ____ of ____ trials over (____) trial days/weeks as measured by data collection.</td>
<td>Play picture lotto game with peers, Play memory game, Match color to color, Matching letters to letters</td>
</tr>
<tr>
<td>E1RK.1.3B4 - Will identify the appropriate symbol or object that represents the specific activity or function</td>
<td>By (month/day/year), when using a daily schedule, (student) will identify the appropriate symbol that represents the specific activity, by taking the picture to the correct location in the classroom ____ of ____ trials for (____) trial days/weeks as measured by data collection.</td>
<td>Identify common traffic signs/symbols by placing markers on appropriate matching symbols during a community signs Bingo game, Identify (verbally or gesturally) the appropriate common traffic sign/symbol, Identify common traffic signs/symbols by correctly selecting the appropriate sign on the computer screen, When shown a video of students in the community, will match the correct sign with the student’s actions</td>
</tr>
</tbody>
</table>
### Grade 1

#### 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:
Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent, oral, and silent reading.

1.17 Vocabulary and Concept Development: Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

- A. Identify object by function
- B. Sort objects by function/use
- C. Identify pictures by function

### Alternate Achievement Standard

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
</table>
| E1R1.1.17A1 - Will identify object by function | By (month/day/year), (student) will identify object by function by demonstrating the items appropriate use (e.g., hammer to pound, scissors to cut) for ____ of ____ trials over (____) trial days/weeks as measured by data collection. | ✤ Use an augmentative communication to indicate what object is used for an activity  
✤ Hold representational object (e.g., spoon for lunch) prior to activity  
✤ Hand correct item to staff when asked, “What do we use to (clean the sink)?”  
✤ Gather correct supplies for cooking activity |

### Alternate Achievement Standard

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
</table>
| E1R1.1.17B1 - Will sort objects by category | By (month/day/year), (student) will sort objects by category by placing items into their appropriate containers for ____ of ____ trials over (____) trial days/weeks as measured by data collection. | ✤ Sort by color  
✤ Sort by size  
✤ Sort objects by shape  
✤ Sort food and non-food items  
✤ Sort letters from non-letters |

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
</table>
| E1R1.1.17B2 - Will sort items/objects by function/use | By (month/day/year), when given 5 items to sort into 2 categories, (student) will sort items by function/use, by placing them in corresponding bins for ____ of ____ trials over (____) trial days/weeks as measured by data collection. | ✤ Put away an assortment of classroom supplies in correct location (i.e., pencils, books) by following picture labels  
✤ Sort silverware and cooking ware into separate drawers  
✤ Sort sheets and towels into separate cupboards |
English-Language Arts Content Standards – CAPA Level I

### Alternate Achievement Standard

| E1R.1.1.17C1 - Will sort pictures of items by function | By (month/day/year), given pictures of cleaning supplies and pictures of cleaning tasks, (student) **will sort pictures of items by function** for ____ of ____ trials over (____) trial days/weeks as measured by data collection. | ✗ Sort pictures of PE equipment and art supplies  
✗ Sort food pictures into junk/healthy  
✗ Sort picture icons by function  
✗ Sort eating utensils  
✗ Sort writing and drawing implements |

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### Grade 1

#### 2.0 READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality.

#### 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: Follow one-step written instructions.

✓ A. Identify a picture/object/word cue.

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### Alternate Achievement Standard

| E1R1.2.3A1 - Will identify a picture / object / word cue | By (month/day/year) given 2 pictures of common objects, (student) **will identify the picture** by looking at the requested picture ____ of ____ trials for (____) trial days/weeks as measured by data collection. | ✗ Identify classmates by name cards/pictures  
✗ Point to a named picture in a book  
✗ Recognize a named picture icon (e.g., lunch, bus)  
✗ Identify activity picture card such as a calendar, lunch or name card |

| E1R1.2.3A2 - Will respond appropriately to a pictured request/direction | By (month/day/year) given a picture schedule, (student) **will respond appropriately to a pictured request** by demonstrating the appropriate action for ____ of ____ trials over (____) trial days/weeks as measured by data collection. | ✗ Respond to a behavior picture card, i.e., raise hand  
✗ Follow a picture schedule  
✗ Shop for pictured items requested by teacher  
✗ Respond to a transition card |

| E1R1.2.3A3 - Will make a choice from a field of two objects / pictures / words | By (month/day/year), (student) **will make a choice from a field of two pictures** by **(specify mode of communication here)** the picture of the preferred activity for ____ of ____ trials over (____) trial days/weeks as measured by data collection. | ✗ Select the appropriate picture or word choice on an augmentative device  
✗ Sign a request when given a choice (e.g., bathroom, computer, water)  
✗ Select picture/symbol and hand it to staff member |
# English-Language Arts Content Standards – CAPA Level I

## WRITING

<table>
<thead>
<tr>
<th>CAPA - Writing</th>
<th>Number of Tasks: 1</th>
<th>Percentage of Test: 12.5%</th>
</tr>
</thead>
</table>

### Kindergarten

#### 1.0 WRITING STRATEGIES: Students write words and brief sentences that are legible.

#### 1.3 Organization and Focus: Write by moving from left to right and from top to bottom.

- ✓ A. Demonstrate left to right/top to bottom sequencing in a variety of activities
- ✓ B. Hold writing implement
- ✓ C. Make marks on paper
- ✓ D. Trace/copy purposeful marks on paper.

### Alternate Achievement Standard

- ✓ 1.3 A. Demonstrate left to right/top to bottom sequencing in a variety of activities

#### Functional Performance Indicator

<table>
<thead>
<tr>
<th>E1WK.1.3A1 - Will imitate activities following left to right, top to bottom sequence</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>By (month/day/year), after staff models how to use a picture schedule, (student) will imitate the activity following a top to bottom sequence, by demonstrating appropriate response for ___ of ____ trials over (____) trial days/weeks as measured by data collection.</td>
<td>✤ Imitate matching shapes in rows in a left to right pattern ✤ Place pictures in a sequence to make a story following a model ✤ Follow along when read a simple story</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E1WK.1.3A2 - Will initiate activities following left to right, or top to bottom sequencing</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>By (month/day/year), when given structure activity, (student) will initiate left to right/top to bottom sequencing in a variety of activities by placing pictures in a sequence to make a story for ___ of ____ trials over (____) trial days/weeks as measured by data collection.</td>
<td>✤ Match shapes in rows ✤ Place pictures in a sequence to make a story ✤ Identify beginning, middle and end of a picture story sequence</td>
<td></td>
</tr>
</tbody>
</table>

### Alternate Achievement Standard

- ✓ 1.3 B. Hold writing implement

#### Functional Performance Indicator

<table>
<thead>
<tr>
<th>E1WK.1.3B1 - Will maintain grasp on writing implement</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>By (month/day/year), when given a writing implement, (student) will maintain grasp for ___ seconds ___ of ____ trials for (____) trial days/weeks as measured by data collection.</td>
<td>✤ Hold paint brush ✤ Hold etch-a-sketch dial ✤ Hold sand tool ✤ Hold crayon or pencil</td>
<td></td>
</tr>
</tbody>
</table>
# English-Language Arts Content Standards – CAPA Level I

## Alternate Achievement Standard

### 1.3 C. Make marks on paper

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
</table>
| E1WK.1.3C1 - Will use writing implement to mark on paper | By (month/day/year), (student) will use a writing implement to mark on paper by making ___ vertical strokes for ____ of ____ trials over (____) trial days/weeks as measured by data collection. | ✧ Paint on paper on an easel  
✦ Trace name on paper  
✦ Connect two objects with a horizontal line  
✦ Mark designated object with an X |

## Alternate Achievement Standard

### 1.3 D. Trace/copy purposeful marks on paper

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
</table>
| E1WK.1.3D1 - Will trace shapes, letters or numbers on paper | By (month/day/year), when given a writing implement and paper with outline of their name, (student) will trace the letters of their name, within ___” of each letter for ____ of ____ trials over (____) trial days/weeks as measured by data collection. | ✧ Trace letters in/on sensory materials (sand, shaving cream, carpet)  
✦ Trace letters of days of week  
✦ Trace a dotted line to form letters/numbers/shapes  
✦ Use letter stencils to trace |
| E1WK.1.3D2 - Will copy purposeful marks on paper | By (month/day/year), when given paper with first letter of their name (student) will copy purposeful marks on paper as demonstrated by copying the letter for ____ of ____ trials over (____) trial days/weeks as measured by data collection. | ✧ Copy name  
✦ Copy letters on a whiteboard  
✦ Copy shapes |
# LISTENING AND SPEAKING

<table>
<thead>
<tr>
<th>Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 LISTENING AND SPEAKING STRATEGIES: Students listen and respond to oral communication. They speak in clear and coherent sentences.</td>
</tr>
<tr>
<td>1.1 Comprehension: Understand and follow one and two-step oral directions.</td>
</tr>
<tr>
<td>✓ A. Orient in direction of speaker</td>
</tr>
<tr>
<td>✓ B. Respond to voice by stopping activity or going to source of sound.</td>
</tr>
<tr>
<td>✓ C. Attend to speaker for duration of activity</td>
</tr>
<tr>
<td>✓ D. Follow simple directions (e.g., verbal, gesture, signed, pictures, etc.)</td>
</tr>
<tr>
<td>✓ E. Perform action to comply with one or two-step direction(s)</td>
</tr>
<tr>
<td>1.2 Comprehension: Share information and ideas, speaking audibly in complete, coherent sentences</td>
</tr>
<tr>
<td>✓ A. Communicate wants/needs using a gesture, action, voice output device or vocalization</td>
</tr>
<tr>
<td>✓ B. Communicate choice using a gesture, action, voice output device or vocalization</td>
</tr>
<tr>
<td>✓ C. Communicate information using single word, gesture, action, voice output device or vocalization</td>
</tr>
<tr>
<td>✓ D. Communicate information using two or three-word phrases using gesture, action, voice output device or vocalization</td>
</tr>
<tr>
<td>✓ E. Communicate information using a complete sentence using gesture, action, voice output device or vocalization</td>
</tr>
</tbody>
</table>

### Alternate Achievement Standard

✓ 1.1 A. Orient in direction of speaker

### Functional Performance Indicator

<table>
<thead>
<tr>
<th>E1LK.1.1A1 - Will orient in direction of speaker</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
</table>
| By (month/day/year), while in adaptive walker, (student) will orient in direction of speaker by moving toward speaker when name is called for ____ of ____ trials over (____) trial days/weeks as measured by data collection. | ✤ Look toward speaker when name is called  
✤ Turn head toward speaker  
✤ Turn wheelchair in direction of speaker | |

<table>
<thead>
<tr>
<th>E1LK.1.1A2 - Will make eye contact with the speaker (or indicate attention to speaker for students with limited vision)</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
</table>
| By (month/day/year), while in an adaptive walker, (student) will indicate attention to speaker, by making eye contact when name is called for ____ of ____ trials over (____) trial days/weeks as measured by data collection. | ✤ Look toward speaker when name is called  
✤ Make eye contact when greeting others  
✤ Make eye contact with check-out clerk | |
### Alternate Achievement Standard

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
</table>
| E1LK.1.1B1 Will respond to voice by stopping activity and/or turning to source of sound | By (month/day/year), when moving about the classroom and told, “Stop”, (student) will respond to voice by stopping activity for ____ of ____ trials over ____ trial days/weeks as measured by data collection. | ✤ Respond to a voice signaling a change in activities  
✤ Stop at driveways and intersections when given verbal cue  
✤ Come to speaker when called  
✤ Stop running on command |

### Alternate Achievement Standard

<table>
<thead>
<tr>
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</thead>
</table>
| E1LK.1.1C1 - Will attend to speaker for duration of an appropriate activity (building up to 15 minutes) | By (month/day/year), (student) will attend to speaker for duration of an appropriate activity, by sitting quietly during the activity for ____ minutes for ____ of ____ trials over ____ trial days/weeks as measured by data collection. | ✤ Maintain eye contact with the conversation partner  
✤ Sit quietly during activities at school rallies, assemblies, performing arts productions, etc.  
✤ Listen to members of the band  
✤ Attend to computer program |
| E1LK.1.1C2 - Will attend to speaker for the duration of the verbal exchange | By (month/day/year), (student) will attend to speaker for duration of verbal exchange by (specify mode of communication here) for ____ of ____ trials over ____ trial days/weeks as measured by data collection. | ✤ Look at peer throughout two verbal exchanges  
✤ Maintain eye contact throughout verbal exchange |

### Alternate Achievement Standard

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</table>
| E1LK.1.1D1 - Will follow simple directions | By (month/day/year), when switch is placed within 3 inches of hand, (student) will follow simple directions, as demonstrated by turning on/off a listening device for ____ of ____ trials over ____ trial days/weeks as measured by data collection. | ✤ Respond to a bell signaling a change in activities  
✤ Follow appropriate enter/exit signs  
✤ Give teacher toy  
✤ Touch the book  
✤ Go to calendar  
✤ Pick up the pencil |
### English-Language Arts Content Standards – CAPA Level I

#### Alternate Achievement Standard

**✓ 1.1 E. Perform action to comply with one-or two-step direction(s)**

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
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</table>
| E1LK.1.1E1 - Will perform action to comply with one step direction | By (month/day/year), (student) will perform action to comply with one step direction by completing the classroom job within (___) minutes for (___) of (___) trials over (___) trial days/weeks as measured by data collection. | ✤ Sit quietly during activities at school rallies, assemblies, performing arts productions, etc.  
 ✤ Throw trash  
 ✤ Sit, stand, walk, step up on command  
 ✤ Keep hands/feet to self upon command |
| E1LK.1.1E2 - Will perform action to comply with two step direction | By (month/day/year), when given a 2-step direction (“stand up - walk to me”), (student) will perform action to comply with a two-step direction by standing up and walking to the instructor for (___) of (___) trials over (___) trial days/weeks as measured by data collection. | ✤ Raise hand when name is called  
 ✤ Get to job site on public bus, given oral directions  
 ✤ Play auditory memory game repeating sequence or direction  
 ✤ Play a variety of listening games (“Simon Says”, “Listening Lotto”, “I Spy”) repeating/following the named action  
 ✤ Activate switch whenever a specific auditory cue is given |

#### Alternate Achievement Standard

**✓ 1.2 A. Communicate wants/needs using a gesture, action, voice output device or vocalization**

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</table>
| E1LK.1.2A1 - Will make a communication attempt | By (month/day/year), (student) will make a communication attempt by (specify mode of communication here) a minimum of (___) times per day over (___) trial days/weeks as measured by data collection. | ✤ Indicate need to use the toilet by vocalization  
 ✤ Vocalize to gain attention  
 ✤ Vocalize names of classmates  
 ✤ Use “break” card to request a break |
| E1LK.1.2A2 - Will make utterances and/or say words that are purposeful | By (month/day/year), in the cafeteria, (student) will make utterances that are purposeful indicating their menu choice for (___) of (___) trials over (___) trial days/weeks as measured by data collection. | ✤ Make choice at lunch indicating drink by saying “juicy”  
 ✤ Say “my/mine” to indicate ownership  
 ✤ Request “help” from staff |
| E1LK.1.2A2 - Will communicate specific wants or needs | By (month/day/year), in the fast food restaurant, (student) will communicate specific wants by (specify mode of communication here) when asked, “what do you want to eat” for (___) of (___) trials over (___) trial days/weeks as measured by data collection. | ✤ Clap hands to indicate need  
 ✤ Raise hand to ask for help  
 ✤ Pull correct icon from schedule to indicate choice/want  
 ✤ Pressing a voice output device |
### Alternate Achievement Standard

#### 1.2 B. Communicate choice using a gesture, action, voice output device or vocalization

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>E1LK.1.2B1 - Will communicate choice when given more than one option</td>
<td>By (month/day/year), (student) <strong>will communicate choice using (specify mode of communication here)</strong> by selecting activity from a choice of 2 or more options within (<strong><strong>) seconds of question, “What do you want to do?” for ____ of ____ trials over (</strong></strong>) trial days/weeks as measured by data collection. By (month/day/year), (student) <strong>will communicate choice</strong> by looking between 2 objects, looking back at speaker, then looking at choice for a minimum of (<strong><strong>) seconds within (</strong></strong>) seconds of request for ____ of ____ trials over (____) trial days/weeks as measured by data collection.</td>
<td>✤ Ask for desired item. ✤ Make appropriate request for food or other item. ✤ Select preferred item in store. ✤ Gesture, action, voice output device or vocalization</td>
</tr>
</tbody>
</table>

### Alternate Achievement Standard

#### 1.2 C. Communicate information using single word, gesture, action, voice output device or vocalization

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<tbody>
<tr>
<td>E1LK.1.2C1 - Will communicate information using single word related to current activity</td>
<td>By (month/day/year), (student) <strong>will communicate information using single word related to current activity</strong>, by (specify mode of communication here) the correct day of the week for ____ of ____ trials over (____) trial days/weeks as measured by data collection.</td>
<td>✤ Ask for desired item ✤ Make appropriate request for food or other item ✤ Select preferred item in store ✤ Make lunch choices ✤ Identify classmates by name ✤ Select appropriate activity from schedule of events</td>
</tr>
<tr>
<td>E1LK.1.2C2 - Will communicate in single word descriptions of an object or picture</td>
<td>By (month/day/year), (student) <strong>will communicate in a single word description of an object</strong>, by (specify mode of communication here) 3 shapes (circle, triangle, square) for ____ of ____ trials over (____) trial days/weeks as measured by data collection.</td>
<td>✤ Identify lunch items ✤ Name family members ✤ Read a shopping list ✤ Identify big/little, hot/cold, long/short, etc.</td>
</tr>
</tbody>
</table>
### English-Language Arts Content Standards – CAPA Level I

<table>
<thead>
<tr>
<th>Alternate Achievement Standard</th>
<th>✓ 1.2 D. Communicate information using two or three-word phrases, gesture, action, voice output device or vocalization</th>
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| E1LK.1.2D1 - Will communicate information using two- or three-word phrases during an activity or to describe an object or picture | By (month/day/year), (student) *will communicate using a 2-word phrase* via *(specify mode of communication here)* to describe school events for ____ of ____ opportunities per day over (____) trial days as measured by data collection. | ✓ Recite his/her name, address, and phone number on request  
✓ Describe an event, TV show or field trip he/she experienced  
✓ Use an adaptive device with voice to independently order lunch at a restaurant  
✓ Respond with “thank you”  
✓ Use her/his communication device to ask a question  
✓ Indicate what the weather is  
✓ Use an adaptive device with voice output to independently order food item at a restaurant  
✓ Give his/her age  
✓ Make choice of lunch/free time activity  
✓ Describe school events |
|                                  | By (month/day/year), (student) *will communicate using a 3 word phrase* by *(specify mode of communication here)* what 3 items are needed from the grocery store when given list upon request for ____ of ____ opportunities over (____) trial weeks as measured by data collection. | |

### Alternate Achievement Standard

<table>
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<tr>
<th>✓ 1.2 E. Communicate information using a complete sentence using a gesture, action, voice output device or vocalization</th>
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| E1LK.1.2E1 - Will communicate information in a complete sentence | By (month/day/year), while using a voice output device, *(student)* *will communicate information in a complete sentence* by sharing personal information using *(specify mode of communication here)* ____ times per day for ____ of ____ trials over (____) trial days/weeks as measured by data collection. | ✓ Make requests using a picture communicator system by pairing an “I want” with picture of desired item and handing it to staff  
✓ Give an oral report using a voice output device  
✓ Give personal information |

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**ELA Level I - 12**  
**CCSESA/SEACO Special Education Curriculum Guide**  
**2008 Update**
**Grade 1**

### 1.0 LISTENING AND SPEAKING STRATEGIES:
Students listen critically and respond appropriately to oral communication. They speak in manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

#### 1.1 Comprehension: Listen attentively.
- ✓ A. Orient in direction of speaker
- ✓ B. Respond to voice by stopping activity or going to source of sound
- ✓ C. Attend to speaker for duration of activity

### Alternate Achievement Standard

- ✓ 1.1 A. Orient in direction of speaker

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✓ Turn head toward speaker  
✓ Turn wheelchair in direction of speaker |

| E1L1.1A2 - Will make eye contact with the speaker (or indicate attention to speaker for students with limited vision) | By (month/day/year), while in an adaptive walker, *(student)* will **indicate attention to speaker**, by making eye contact when name is called for ____ of ____ trials over (____) trial days/weeks as measured by data collection. | ✓ Look toward speaker when name is called  
✓ Make eye contact when greeting others  
✓ Make eye contact with check-out clerk |

### Alternate Achievement Standard

- ✓ 1.1 B. Respond to voice by stopping activity or going to source of sound

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✓ Stop running on command |
English-Language Arts Content Standards – CAPA Level I

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<th>✓ 1.1 C. Attend to speaker for duration of activity</th>
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✤ Sit quietly during activities at school rallies, assemblies, performing arts productions, etc.  
✤ Listen to members of the band  
✤ Attend to computer program |
| E1L1.1.1C2 - Will attend to speaker for the duration of the verbal exchange | By (month/day/year), (student) will attend to speaker for duration of verbal exchange by maintaining eye contact throughout the verbal exchange for ____ of ____ trials over (____) trial days/week as measured by data collection. | ✤ Look at peer throughout two verbal exchanges  
✤ Use preferred mode of communication |

Total ELA Level I Tasks

<table>
<thead>
<tr>
<th>Total Number of Tasks: 8</th>
<th>Percentage of Test: 100%</th>
</tr>
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