

COMMON CORE STATE STANDARDS
FUNCTIONAL LEVELS
(Ages 3-21)

ENGLISH LANGUAGE ARTS & LITERACY
IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

College and Career Readiness Anchor Standards for Reading

Within the functional context of home, school, work, and community environments, and using a variety of modalities which includes assistive technology, tangible and/or picture symbols, sign language, tactile finger spelling, Braille, written word visual or tactual means, students know and are able to do the following:

Key Ideas and Details

1. *Read closely to determine what the text says explicitly and to make logical inferences from it.*

• Demonstrate an understanding of directionality.

- PO 1. track visually, auditorily and/or tactually in a horizontal (left to right) and vertical (top to bottom) pattern
- PO 2. rotate pictures/book to correct left /right and up/down orientation
- PO 3. focus attention to features of objects/pictures given distracters
- PO 4. systematically handle book or materials created for sharing information (e.g., turning pages; locating sections, beginning/middle/end; handling/interacting with menus, bus schedules and shopping lists)

2. *Determine central ideas or themes of a text and summarize the key supporting details and ideas.*

• Demonstrate knowledge of the relationship between concrete experiences or objects with progressively abstract symbols.

- PO 1. match object to object
- PO 2. match object to photo of like object
- PO 3. match picture to picture (e.g., same picture and black and white line drawings, varying representation of same object)
- PO 4. match picture to activity (e.g., picture of computer to indicate time for computer activity)
- PO 5. associate common symbol with picture or concept (e.g. golden arches for McDonalds, pick out specific cereal brands by coupons, labels, Ø no entry)
- PO 6. match word to word

3. *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

• Comprehend the meaning of simple survival words/pictures.

- PO 1. recognize survival words, logos, environmental signs (e.g., job instructions, classroom/work schedules, locate correct bathroom or cleaning materials using labels, recognize poisonous items/dangers by signs/labels)
- PO 2. derive meaning from survival words, logos, environmental signs (e.g., job instructions, classroom/work schedules)
- PO 3. label objects/pictures
- PO 4. tell story about objects/pictures
- PO 5. follow sequence of simple pictures or written directions (e.g., recipe/work routines)

Craft and Structure

4. *Interpret words and phrases as they are used in a text.*

• Decode simple words.

- PO 1. recognize name
- PO 2. match upper and lower case letters
- PO 3. identify letter names
- PO 4. pair sound with letter symbol
- PO 5. use letter sounds to decode unfamiliar words (e.g., consonants/vowels/blends)
- PO 6. match picture to word
- PO 7. read predetermined number of words * (e.g., TV schedule, cafeteria menu, common words, functional vocational words). (*IEP Team specifies number of words.)
- PO.8. follow simple written/picture directions

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6. *Assess how point of view or purpose shapes the content and style of a text.*

• Retell stories/directions in sequence using gestures, words, or pictures.

- PO 1. identify main character(s)
- PO 2. recall an event from a story
- PO 3. answer questions related to sequence (e.g., "What happened after _____?; What do you do next?")

College and Career Readiness Anchor Standards for Writing

Within the functional context of home, school, work, and community environments using assistive technology, Braille, and print, students know and are able to do the following:

Production and Distribution of Writing

4. *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

• Develop increased control of fine motor skills.

- PO 1. reach for objects
- PO 2. grasp/hold objects and use purposefully
- PO 3. indicate specific item purposefully through pointing (e.g., finger, eye, elbow, head stick)
- PO 4. put objects in correct places accurately and purposefully
- PO5. perform increasingly complex fine motor tasks using a variety of objects (e.g., fasteners, clothespins, door knobs)
- PO 6. stabilize objects with one body part (e.g., hand, elbow, foot) or any adaptive means while manipulating the object with other body parts or any adaptive means (e.g., hold paper and write, stabilize and wind up kitchen timer)

• Write the 26 letters of the alphabet.

- PO 1. mark on paper within boundaries (e.g., drawing, illustrating, imitating modeled strokes, tracing)
- PO 2. copy letters (e.g., using computer keyboard, Braille or print)
- PO 3. produce letters spontaneously (e.g., using computer keyboard, Braille or print)

• Write simple words and numbers.

- PO 1. print first and last name from model
- PO 2. print simple words and sentences from model
- PO 3. write numerals 0-9
- PO 4. print address/phone number from model
- PO 5. print first and last name, address and phone number when needed
- PO 6. write signature in a designated area (e.g., mark an X, use a name/stamp, print name utilizing preferred method)

6. *Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.*

• Relate a narrative, creative story or other communication by drawing, telling, or writing.

- PO 1. make lists (e.g., pictorial/word shopping list)
- PO 2. document events around a specific topic (e.g., retell story, experiences, movie or write in journal with words, pictures, or drawings).

Range of Writing

10. *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

• Identify and pursue a career plan consistent with occupational interest, aptitudes and abilities.

- PO 1. develop and maintain a résumé documenting a variety of schools jobs or community based work experiences from which student preferences and interest are reflected (e.g., deliver attendance reports, deliver/pick up AV equipment, sell/take lunch tickets, provide unpaid volunteer work, work in pet store)
- PO 2. apply for jobs (e.g., find potential jobs, contact employers, fill out forms and participate in job interviews)

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College and Career Readiness Anchor Standards for Speaking and Listening

Within the functional context of home, school, work, and community environments, and using a variety of receptive (e.g., tangible objects, photographs, pictures, line drawings, symbols, speech) and expressive (e.g., gesture, pointing, sign, assistive technology, augmentative communication device, speech, drawing) communication modes, students know and are able to do the following:

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

• Associate meaningful real life experiences with symbolic language.

- PO 1. localize sounds or other stimuli in a communicative context
- PO 2. locate objects out of view (object permanence) (e.g., reach for crayons in desk, go to refrigerator for items needed to make a recipe, in response to question "Where is your lunch?" indicate by gaze that lunch is in backpack, locate spoon if dropped and out of sight)
- PO 3. communicate anticipation of consistent activities and familiar people in daily routines (e.g., door opens/head turns; see or touch shirt/extends arm; see or feel spoon /moves mouth towards spoon; turning lights off/on, play, songs, grooming routine, daily schedule)
- PO 4. associate cues, objects, pictures and their meaning as symbols to represent activities in schedule/routine (e.g., carpet square-circle time; songs; bells-lunch, recess)
- PO 5. identify familiar objects and pictures
- PO 6. associate objects with their functions

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

• Follow simple directions.

- PO 1. respond to simple one step directions (e.g., shows recognition of name; "come here, please"; "look"; "line up"; inhibits to "no")
- PO 2. demonstrate understanding of 4-10 prepositions (e.g., in/out; on/off; up/down using objects and/or self) within natural context
- PO 3. follow 2 step related directions (e.g., "go to the door and open it"; "pick up your clothing and put it in the hamper")
- PO 4. carry out 2 unrelated directions (e.g., "sit down and read a book"; " go to the office and pick up the mail")

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

• Communicate a personal experience in a logical sequence using gestures, pictures, drawings or spoken words.

- PO 1. describe personal experiences
 - PO 2. relate events or personal experiences sequentially
- Use effective basic language structure and form.**
- PO 1. imitate strings of words and gestures
 - PO 2. receptively understand a predetermined number of words (*IEP Team specifies number.)
 - PO 3. functionally express a predetermined number of words (*IEP Team specifies number.)
 - PO 4. communicate using 2-5 words together
 - PO 5. use simple sentences

• Share ideas, information, opinions (preferences/interests), and questions.

- PO 1. indicate needs, wants, and pleasure/displeasure through non-symbolic/pre-linguistic communicative behaviors (e.g., cries, laughs, vocalizations, movements, touches and gazes)
- PO 2. initiate intentional communicative behavior to gain attention; protest; make choices; indicate wants; start, continue, restart or end activity; (e.g., touches adult to indicate "more"; places adult hand on desired object; pushes object away; crying)
- PO 3. indicate wants for activities, items, or people that cannot be seen nor heard (e.g., cookies in the cupboard)
- PO 4. respond to and respond with "yes" and "no"
- PO 5. communicate physical and emotional needs in response to questions (e.g., "What's the matter?", " What

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do you want to do?", "What do you want to eat?")

- PO 6. ask for assistance (e.g., bathroom; position change; buttons; directions for turning on computer, using a tool, preparing a meal)
- PO 7. make comments appropriate to the activity (e.g., "Look at my picture.")
- PO 8. communicate intended actions (e.g., "I'm leaving"; "I'm playing over there"; "I'm going on break")
- PO 9. initiate and respond to at least three different interrogative questions (e.g., "why", "how", "who", "what", "where" and "when")
- PO 10. relate personal information (e.g., identifies self with name/sign, knows first and last name, telephone number, displays identification card)
- PO 11. demonstrate beginning problem solving, alternative solutions or negotiation skills (e.g., if/what situations- "If we can't go to the video store now, can we go after dinner?")

• Identify and pursue a career plan consistent with occupational interest, aptitudes and abilities.

- PO 1. demonstrate understanding of work, jobs and volunteering (e.g., difference between work, leisure and home responsibilities)
- PO 2. indicate preferences and interests based on work experiences (e.g., assessment of student interest through student choice and/or teacher observation)
- PO 3. select a job that matches student strengths (e.g., student may partially participate in only one task, such as, filling napkin dispensers at Pizza Hut; given adaptations, student may take tickets at a movie theater)
- PO 4. pursue appropriate transition activities (e.g., enroll in job training programs, assume apprenticeship position in a trade, enroll in junior college, work at a job or participate in unpaid volunteer work)

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

• Listen and respond to stories, poems, nonfiction and age appropriate music.

- PO 1. attend to stories for 5-10 minutes
- PO 2. anticipate patterns in familiar stories (e.g., repeating phrases, rhyming)
- PO 3. answer simple questions related to familiar story (e.g., "Was there a dog in the story?"; "What is the dog's name?")
- PO 4. relate personal experiences to story

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

• Participate in group discussions, activities or peer/adult interactions.

- PO 1. participate during ongoing social interaction (e.g., comments; small talk on playground or in break room; or acknowledging through nodding/smiling)
- PO 2. converse for 2-3 turns (e.g., using rules of conversing related to initiating conversation, wait time, turn taking and maintaining topic of conversation)

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STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.

Within the functional context of home, school, work, and community environments, students know and are able to do the following:

• Develop an understanding of number meanings and relationships.

- PO 1. demonstrate number concepts 1, 2, and 3 (e.g., pick one from a choice of two, hand out two milks to each child at lunch, use two plastic bags when bagging bottled grocery items)
- PO 2. demonstrate concept of "more", "one more"
- PO 3. communicate age (e.g., showing number of fingers to represent age, state age, show identification card which communicates age/date of birth)
- PO 4. read written numerals 0-9
- PO 5. demonstrate concept of "none"

2. Reason abstractly and quantitatively.

• Demonstrate one-to-one correspondence between elements in collections (sets) (e.g., nine blocks is as many as nine ducks).

- PO 1. match groups having equal numbers of objects up to 10
- PO 2. using a model of sets up to 10, complete partial sets (e.g., determine how many more or less are needed)
- PO 3. distribute or indicate distribution of items into equal sets (e.g., one milk carton/student, pass out one pencil or workbook to each student at beginning of class, one place setting/person, divide cards for any number of players)

• Use manipulatives (concrete materials) to count, order and group.

- PO 1. count to 10 using concrete objects (e.g., count out treats, student supplies for group art activity, gets 10 books, get 5 cases of vegetables to stock shelves)
- PO 2. count out requested number of objects up to 10 with an example (e.g., set of objects, number line)
- PO 3. count out requested number of objects up to 10 without an example
- PO 4. match number of objects to number symbol
- PO 5. locate object of given ordinal number using left to right progression in groups of up to ten (e.g., take or indicate the first/last chair, 3rd child or 2nd book)

4. Model with mathematics.

• Identify and use money (bills/coins) in real world situations.

- PO 1. match coins to purchase an item (e.g., use cue card with visual or tactile representation of coins when using vending machines)
- PO 2. count out requested number of dollar bills up to 10 with an example (e.g., number line)
- PO 3. identify amount of purchase (e.g., by looking at register, listening to clerk or asking "How much do I owe?")
- PO 4. given a purchase price, student determines if s/he has a sufficient amount of money to pay for the item with or without a visual/tactile strategy (e.g., given a specified amount of money, use a number line, next dollar, or the calculator strategy and newspaper sales ads to determine whether there is enough money for a purchase or to buy lunch)

• Use number skills to solve a variety of real-world problems.

- PO 1. use counting skills to solve problems (e.g., count number of chairs at table and get enough place settings/napkins, board or card games that involve numerical scoring)
- PO 2. follow directions with ordinal numbers (e.g., meet you on the 4th floor, get off at the second bus stop, go to the third door on the right)

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- PO 3. determine how many more/less are needed (e.g., washing machine requires 6 quarters for wash cycle-- student has 2 quarters, how many more are needed? Student has 8 quarters, how many will be left after putting 6 quarters in the washing machine?)
- PO 4. use computation skills to solve problems (e.g., check book balances, using a calculator, compute costs of purchases when shopping)
- PO 5. follow established budget to manage personal/household expenses (e.g., groceries, clothing, bills)

5. Use appropriate tools strategically.

• Use measurement in real-world situations.

- PO 1. demonstrate understanding of more and less
- PO 2. match number name to a given quantity (e.g., get 3 apples at the grocery store) as depicted through concrete or pictorial representation
- PO 3. demonstrate ability to use measurement tools (e.g., measure ingredients for cooking using 1 cup measure, teaspoon and tablespoon, measure appropriate amounts of pet food, cleaning solutions, detergent for laundry)
- PO 4. use temperature measurement to make decisions (e.g., adjust bath water, determine presence of a fever, select appropriate clothing, select appropriate stove and or oven temperature, adjust thermostat for comfort and economy)
- PO 5. tell time to the hour/half hour using analog or digital clocks
- PO 6. use time measurements to make decisions (e.g., set alarm clock and set timer for cooking, use clock to follow a work schedule or determine if early or late for an appointment, estimate quantity of time needed to complete an activity such as getting ready for work, washing hair)

7. Look for and make use of structure.

• Compare and sort objects by their physical attributes.

- PO 1. show curiosity about objects and their unique characteristics
- PO 2. group objects as same/different
- PO 3. using one-to-one correspondence, match by each characteristic of the following characteristics: shape, size, color, texture, weight and/or length
- PO 4. arrange objects according to size (e.g., organize measuring cups or mixing bowls by size)
- PO 5. group objects by one to three characteristics (e.g., bagging groceries-hard/heavy, soft/light; sort medicine-big red capsule vs. small blue tablet)
- PO 6. sort by categories (e.g., food, tools, clothing)

8. Look for and express regularity in repeated reasoning.

• Create concrete displays of data; understand and use elementary tables, graphs and charts to make decisions.

- PO 1. demonstrate understanding of daily activity schedule by following a sequence (e.g., follow picture directions, tangible schedule boxes)
- PO 2. demonstrate understanding of calendars including days, yesterday, today, tomorrow, weeks, months and years (e.g., by recording special events, work schedule, mark days off on calendar and determine how many days to holiday, birthday, doctor's appointment)
- PO 3. create a visual or tactile report or chart to communicate information or data (e.g., weight chart, chart of classroom projects, classroom routines and personal management)
- PO 4. use a tally system to keep track of objects or events (e.g., use a tally system to determine how many times you raised your hand, to do inventory of supplies available, to keep score of classroom games, to keep track of number of cans of water added to juice mixture)