<table>
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<tr>
<th><strong>Strand</strong></th>
<th><strong>Measurement and Data</strong></th>
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<tbody>
<tr>
<td><strong>Concept</strong></td>
<td>A. Comprehend graphs, charts, schedules and maps</td>
</tr>
<tr>
<td><strong>Learning Targets</strong></td>
<td>1. Interpret and create graphs, charts, schedules and maps found in the school environment and adult daily living</td>
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</tbody>
</table>

**Alignments**
CCSS: 3.MD.3; 9-10.RST.4  
Performance: 1.5, 1.8, 2.1  
Knowledge: (CA) 3 (MA) 3,6  
NETS: 5b  
DOK:  

**2Instructional Strategies**
- Teacher modeling and guided practice reading:  
  - graphs  
  - charts  
  - schedules  
  - maps  
  found in newspapers and on the Internet  
- Small group instruction of mapping activities  
- Teacher guided student creation of:  
  - line graphs and bar graphs  
  - a daily schedule of the school day  

**Assessments/Evaluations**
- Teacher created:  
  - quizzes  
  - scoring guides for mapping activities  
- Student creation of a map, chart or graph with given information  

**Sample Assessment Questions**
- Given the following Jefferson City Public Transportation bus schedule, tell what times you can board the East Capitol bus at the stop on Miller Street
### Instructional Resources/Tools

- Internet and newspapers
- School related schedules
- Graph paper

### Literacy Connections

- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics

### Cross Curricular Connections

- Vocational Work Skills
- ELA: Creating graphs, charts, schedules and maps
<table>
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<tr>
<th>Strand</th>
<th>Writing Language</th>
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<tr>
<td><strong>Concept</strong></td>
<td><strong>Learning Targets</strong></td>
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<tr>
<td></td>
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</tbody>
</table>
| B. Use correct writing conventions and spelling | 1.  
|  | • Demonstrate correct capitalization, punctuation and spelling in written assignments involving sentence writing and/or paragraph writing |

**Alignments**

- **CCSS:** 3.W.4; 3.W.5; 3.L.2
- **Performance:** 1.10, 2.1
- **Knowledge:** (CA) 1,4
- **NETS:** 5b
- **DOK:**

**2 Instructional Strategies**

- Teacher led small group instruction of:
  - sight word lists and/or high frequency words at student’s instructional level
  - capitalization rules
  - punctuation rules
  - sentence writing, including correct:
    - capitalization
    - punctuation
    - spelling
  - a five-sentence paragraph writing, including:
    - capitalization
    - punctuation
    - spelling
    utilizing:
    - a topic sentence
    - 3 supporting sentences
    - a clincher sentence
- Teacher modeling of sentence writing when composing a(n):
  - email
  - memo
  - letter
- Independent practice on sentence writing when composing a(n):
  - email
  - memo
  - letter

### Assessments/Evaluations

- Teacher evaluation of weekly dictation of individual words and/or sentences
- Student writing samples
- Teacher developed worksheets of:
  - words
  - sentence writing
  - paragraph writing

### Sample Assessment Questions

- Write the following sentence using correct spelling, capitalization and punctuation (Students are given a sentence with incorrect spelling, capitalization and punctuation)

### Instructional Resources/Tools

- High frequency word lists
- Sight words lists are various grades according to individual student’s level
- Writing paper with specialized marking of lines when appropriate
- Word processor on computer

### Literacy Connections

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
Cross Curricular Connections

- Vocational Work Skills
- Functional Government
- Personal Computer Skills
- ELA: Writing conventions
### Concept

C. Comprehension of literal and inferential information from reading material

### Learning Targets

1. Demonstrate reading comprehension of literal and inferential information from nonfiction and fiction sources found in adult daily living, such as books, movies, magazines, newspapers and the Internet

### Alignments

- CCSS: 6-8.RST.1; 6-8.RST.2; 6-8.RST.3; 6-8.RST.4; 6-8.RST.5; 6-8.RST.6; 6-8.RST.7
- Performance: 1.5, 3.5
- Knowledge: (CA) 3
- NETS: 5b
- DOK: 2

### Instructional Strategies

- **Teacher:**
  - modeling and guided practice answering:
    - literal questions, such as *who, what, when, where* and *how*, after reading a passage as a small group at instructional level
    - inferential questions after reading a passage as a small group at instructional level
  - guided practice to determine the difference between fact and opinion
- **Student independent practice answering:**
  - literal questions, such as *who, what, when, where* and *how*, after independently reading a passage at individual instructional level
  - inferential questions after independently reading a passage at individual instructional level

### Assessments/Evaluations

- **Teacher created:**
  - quizzes
  - worksheets
  - exit passes
- Teacher observation of daily reading activities
- Internet
### Sample Assessment Questions

- After reading the magazine article below, state the main idea of the article

### Instructional Resources/Tools

- Books
- Magazines
- Movies
- Internet
- School and public library
- Available reading programs and series

### Literacy Connections

- Cite specific textual evidence to support analysis of science and technical texts
- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions
- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 2nd Gr. texts and topics
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic
- Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text
- Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)

### Cross Curricular Connections

- Functional Reading
### Functional Academics

<table>
<thead>
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<th>Concept</th>
<th>Learning Targets</th>
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<tbody>
<tr>
<td><strong>D. Comprehend amounts using numbers</strong></td>
<td>1. Orally read and write amounts involving whole number up to four–digits, money values up to $100 and common fractions used in adult daily living</td>
</tr>
</tbody>
</table>

### Alignments

- **CCSS:** 2.NBT.1a,b; 2.NBT.3; 2.MD.8; 3.NF.1
- **Performance:** 1.5, 1.7, 1.10
- **Knowledge:** (MA) 1,5
- **NETS:** 5b
- **DOK:** 2

### Instructional Strategies

- Through teacher guided practice and small group instruction, students will:
  - orally read and write numbers up to 4 digits
  - money amounts up to $100
  - common fractions
  - state place value of specific numbers within a 4-digit number

### Assessments/Evaluations

- Teacher created quizzes and worksheets
- Teacher created projects relating to:
  - numbers
  - money amounts
  - fractions
- Math games such as:
  - board
  - card
  - Internet
### Sample Assessment Questions

- Orally read the following number: 8,534
- Write the number *four thousand, two hundred, sixty-three*

### Instructional Resources/Tools

- Available math series and programs, such as Touch Math
- Internet

### Literacy Connections

- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
  a. 100 can be thought of as a bundle of ten tens — called a “hundred”
  b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones)
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately
- Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b

### Cross Curricular Connections

- Functional Math
- Independent Living II
- Vocational Work Skills
<table>
<thead>
<tr>
<th>Strand</th>
<th>Reading Standards for Literacy in Science and Technical Subjects</th>
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<tbody>
<tr>
<td><strong>E. Demonstrate sight word recognition</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td></td>
<td>1. Pronounce and comprehend sight words at individual student instructional level</td>
</tr>
</tbody>
</table>

**Alignments**
CCSS: 6-8.RST.4  
Performance: 1.5, 1.6, 1.10, 2.2, 3.2, 3.3, 3.5  
Knowledge: (CA) 3  
NETS: N/A  
DOK:  

### 2Instructional Strategies
- Through teacher modeling and guided practice, students will:
  - pronounce sight words  
  - demonstrate comprehension of sight words  
- Teacher observation of student independent practice pronouncing and comprehending sight words

### Assessments/Evaluations
- Teacher created:
  - quizzes  
  - worksheets  
  - flash cards

### Sample Assessment Questions
- Pronounce this word and tell what it means: boil

### Instructional Resources/Tools
- Sight word lists found in teacher resources and on the Internet (i.e., Dolch Basic Sight Word List)

### Literacy Connections
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics
**Cross Curricular Connections**

- Functional Reading
- Vocational Work Skills
- Independent Living II
<table>
<thead>
<tr>
<th>Strand</th>
<th>Operations and Algebraic Thinking</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Concept</td>
<td>1. Demonstrate math calculations skills by solving addition, subtraction, multiplication and/or division problems at student’s instructional level utilizing counting methods and pre-vocational activities</td>
</tr>
</tbody>
</table>

**Alignments**

CCSS: K.OA.1; K.OA.2; 2.OA.1; 2.OA.2; 2.OA.3; 2.OA.4; 6-8.RST.3  
Performance: 1.10, 3.2, 3.3, 3.5  
Knowledge: (MA) 1  
NETS: 5b  
DOK: 2

**Instructional Strategies**

- Through teacher led small group instruction and guided practice, students will solve problems involving:
  - addition
  - subtraction
  - multiplication
  - division
  at the instructional level

**Assessments/Evaluations**

- Teacher created worksheets
- Math games such as:
  - board
  - cards
  - Internet

**Sample Assessment Questions**

- Solve this problem: 38 x 4 =
Instructional Resources/Tools

- Worksheets
- Math facts bingo games
- Computer math drills
- Flash card drills
- Available math programs and series (i.e., Touch Math)

Literacy Connections

- Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations
- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem
- Use addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem
- Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations
- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem
- Use addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem
- Fluently add and subtract within 20 using mental strategies
- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends
- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends
- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks

Cross Curricular Connections

- Vocational Work Skills
- Independent Living II