The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guides

The Shelby County Schools, Department of Exceptional Children, Elementary Functional and Adaptive Skills Curriculum Pacing Guides are based upon various resources: Adaptive Living Skills Curriculum (ALSC) developed by Riverside Publishing, a subsidiary of Houghton Mifflin Harcourt; Brigance Inventory of Early Development; Handwriting without Tears Curriculum; Opening the World of Learning (OWL) Curriculum; Common Core State Standards; Functional Independence Skills Handbook – Assessment and Curriculum Manual, Pro-Ed; and the Newfoundland & Labrador Department of Education Functional Curriculum. This guide can help elementary students with moderate to severe disabilities gain the functional knowledge and skills necessary to go from school to productive work. This curriculum focuses on the academic and functional skills that are necessary for students with moderate to severe disabilities to live the most active, independent and productive lives possible.

This curriculum is not intended to completely separate students with moderate to severe disabilities from their same-aged peers that do not have disabilities. Every effort should be made to provide educational opportunities where all students are able to learn together. It is intended as a guide to plan for and teach each individual student. It should be used in conjunction with the student’s Individualized Education Plan (IEP) and any other district level standards necessary for each student’s achievement.

Procedures for Teachers

- Please verify that your classroom has the identified curricular and assessment materials for the class type that you teach. If you are missing any of the materials, please contact your Special Education Advisor immediately.
- Please review all of your students' current Individual Education Plans (IEPs) to identify their instructional objectives for the current year. This is a great time to find similar areas within the ALSC and FISH curriculums and match them to your students’ IEPs.
- Complete pre-assessments on all students on your caseload using the identified assessments for your class type.
- Create classroom rules, utilizing the direction of your building administration.
- Teach school and classroom rules to students.
- To locate the Functional and Adaptive Skills Curriculum Pacing Guides, go to www.edugoodies.com/scs and select SCS One Stop Shop → Adaptive and Functional Skills Pacing Guides. Please use the guide designated for each nine weeks as well as the students' IEP goals and objectives to plan instruction during the specified reporting period.

Assessments and Curricular Materials by Class Types

This document is located at www.edugoodies.com/scs and select SCS One Stop Shop → Assessments and Curricular Materials by Class Type

Elementary Adaptive & Functional Skills Assessments & Curricular Materials

<table>
<thead>
<tr>
<th>Functional Skills</th>
<th>Assessments</th>
<th>Curricular Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist of Adaptive Living Skills (CALS)</td>
<td>ALSC – Adaptive Living Skills Curriculum (ALSC) – (Community Living Skills, Home Living Skills); Early Literacy Skills Builder; TouchMath; Visual Essentials – Mayer Johnson; HWT – Handwriting Without Tears;</td>
<td></td>
</tr>
<tr>
<td>Assessment of Basic Language and Learning Skills (ABLLS) – Behaviors Analysts, Inc.</td>
<td>Ccss – Common Core State Standards;</td>
<td></td>
</tr>
<tr>
<td>Adaptive Functional Skills</td>
<td>Functional Independent Skills Handbook (FISH)</td>
<td>OWL – Opening the World of Learning Curriculum</td>
</tr>
</tbody>
</table>

Compiled by Audrey Norwood, M.Ed., Lukischa Lambert, M.Ed., & Karyn Christian, Ph.D.
Problem Solving
Problem solving is the ability to identify and solve problems by applying appropriate skills systematically, involving three basic functions: seeking information; generating new knowledge; and making decisions. Illustrations are helpful in organizing data, manipulating information, and outlining the limits of a problem and its possible solution(s).

Students can use drawings to help them look at a problem from many different perspectives.

1. Understand the problem. Encourage students to frame a problem in their own words.
2. Describe any barriers. Students need to know what is creating the problem. Encourage them to verbalize (when possible) these impediments/barriers/constraints.
3. Identify various solutions. Students need to understand that they have many strategies available to them and that no single strategy will work for all problems. Here are some problem-solving possibilities:
   - Create visual images;
   - Guesstimate;
   - Create a table;
   - Use manipulatives;
   - Work backward;
   - Look for a pattern;
   - Create a systematic list.
4. Try out a solution. It will be important for students to:
   - keep accurate and up-to-date records of their thoughts, proceedings, and procedures;
   - try to work through a selected strategy or combination of strategies until it becomes evident that it’s not working, it needs to be modified, or it is yielding inappropriate data;
   - monitor with great care the steps undertaken as part of a solution; and
   - feel comfortable putting a problem aside for a period of time and tackling it at a later time.
5. Evaluate the results. Students have to have multiple opportunities to assess their own problem-solving skills and solutions they generate from using those skills. Ask students questions such as “How do you feel about your progress so far?” “Are you satisfied with the results you obtained?” and “Why do you believe this is an appropriate response to the problem?”

Critical Thinking
To purposefully and meaningfully promote critical thinking in instructional activities, here are some prompts/questions that can help you guide your students to higher-order thinking:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Evaluation</th>
<th>Creation/Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>the ability to recall facts, opinions, and concepts</td>
<td>the ability to interpret information in one’s own words</td>
<td>the ability to apply what is learned to a new situation</td>
<td>the ability to determine internal relationships</td>
<td>the ability to make judgements using criteria and standards</td>
<td>the ability to put facts together into a coherent whole, or creatively achieve a new understanding by linking facts together</td>
</tr>
<tr>
<td>What is ...?</td>
<td>How would you compare ...?</td>
<td>What examples can you find to ...?</td>
<td>What inference can you make from ...?</td>
<td>How would you compare ...?</td>
<td>What might have happened if ...?</td>
</tr>
<tr>
<td>When did ___ happen?</td>
<td>Contrast ...?</td>
<td>How would you show your understanding of ...?</td>
<td>Which do you think is better ...?</td>
<td>Evaluate contribution of ... to ...?</td>
<td>Can you propose an alternative interpretation to that of ...?</td>
</tr>
<tr>
<td>How would you explain ...?</td>
<td>Explain in your own words ...?</td>
<td>What approach would you use to ...?</td>
<td>What was the value or importance of ... in ...?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why did ...?</td>
<td>What facts or ideas show ...?</td>
<td>What evidence is there that ...?</td>
<td>What would you have recommended if you had been ...?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you describe ...?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(The material presented under Problem Solving was retrieved from https://www.teachervision.com/problem-solving/teaching-methods/48451.html - TeacherVision “Problem Solving” excerpted from The Complete Idiot's Guide to Success as a Teacher © 2005 by Anthony D. Fredericks.)

(The material in this chart was retrieved from http://www.ucdoier.ie - “How to Ask Questions that Prompt Critical Thinking” based on Bloom’s Revised Taxonomy of Cognitive Processes.)
### Elementary Functional Skills Curriculum ~ Pacing Guide (1st Nine Weeks)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Look attentively at a human face</td>
<td>Toileting</td>
<td>Bathing</td>
<td>Feeding/Eating</td>
<td>Feeding/Eating cont.</td>
<td>Dressing/Fastening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visually follows moving person</td>
<td>Anticipates and verbalizes/communicates toileting needs fairly constantly</td>
<td>Dries hands, may need assistance</td>
<td>Uses napkins</td>
<td>Uses a fork for eating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds with a smile</td>
<td>Know the difference between bladder and bowel functions and communicates the difference</td>
<td>Washes hands, but may need assistance using soap efficiently</td>
<td>Manipulates spoon to scoop food</td>
<td>Spoon feeds without spilling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smiles or vocalizes as a means of getting attention</td>
<td>Stabilizes toileting, rarely has an accident</td>
<td>Dries hands without assistance</td>
<td>Takes spoon from plate to mouth, with some spilling</td>
<td>Uses side of fork for cutting soft food</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Imitates actions of others such as putting blocks into a box | Pull down pants when he/she needs toileting | Washes hands with soap without assistance | Inserts spoon in mouth without turning it upside down, with little or no spilling | Holds fork in fingers (not fist)
| Plays simple group games such as "Ring around the Rosy." | Attempts to wipe self | Turn faucet on and off | Uses straw to drink | Uses knife for spreading |
| Follow classroom rules | Cares for toileting needs other than for help in wiping | Knows which faucet if hot and which is cold | Lifts cup or glass to table to mouth, with some spilling | Uses knife for cutting softer food |
| Follow classroom routine | Adjusts water temperature | Drinks from cup held in one hand | Drinks from cup or glass held in one hand | Drinks from cup or glass held in one hand |
| Follow hallway rules | Pull down pants when | Turn faucet on and off | Uses side of fork for cutting | Uses side of fork for cutting |
| Follow school rules | he/she needs toileting | Knows which faucet if hot and which is cold | without assistance | without assistance |
| States personal information (first and last name; age; birthdate; parents’ names) | Attempts to wipe self | Drinks from cup held with both hands, assistance | Drinks from cup held with both hands, assistance | Drinks from cup held with both hands, assistance |
| Says “hello” and “goodbye” to people he or she knows | Cares for toileting needs other than for help in wiping | Lifts cup or glass from table to drink | Lifts cup or glass from table to drink | Lifts cup or glass from table to drink |
|                                | Flashes toilet | Returns cup or glass to table after drinking | Returns cup or glass to table after drinking | Returns cup or glass to table after drinking |
|                                | Manages clothes adequately on own | Manipulates spoon to scoop food | Manipulates spoon to scoop food | Manipulates spoon to scoop food |
|                                | Wipes self independently |                          |                          |                          |

<table>
<thead>
<tr>
<th>Toileting</th>
<th>Bathing</th>
<th>Feeding/Eating</th>
<th>Feeding/Eating cont.</th>
<th>Dressing/Fastening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brigance (pp. 175-180)</td>
<td>Brigance (pp. 86-91)</td>
<td>Brigance (pp. 92-93)</td>
<td>Brigance (pp. 77-81)</td>
<td>Brigance (pp. 92-93)</td>
</tr>
<tr>
<td>Brigance (pp. 115-118)</td>
<td>Brigance (pp. 79-81)</td>
<td>Brigance (pp. 73-76)</td>
<td>Brigance (pp. 78-81)</td>
<td>Brigance (pp. 79-81)</td>
</tr>
<tr>
<td>ALSC 3.1.1 (p. 5)</td>
<td>Brigance (pp. 82-85)</td>
<td>Brigance (pp. 77-81)</td>
<td>Brigance (pp. 82-83)</td>
<td>Brigance (pp. 84-85)</td>
</tr>
<tr>
<td>ALSC 3.1.2 (p. 6)</td>
<td>Brigance (pp. 82-85)</td>
<td>Brigance (pp. 82-83)</td>
<td>Brigance (pp. 84-85)</td>
<td>Brigance (pp. 82-83)</td>
</tr>
</tbody>
</table>

| 45 minutes daily | 45 minutes daily | 45 minutes daily | 45 minutes daily | 45 minutes daily |

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### Self Help
- Dresses self with clothes on correctly and can work all fasteners except shoe tying
- Buttons large front buttons
- Snaps front snaps
- Zips front non-separating zipper
- Attempts to lace shoes, may be incorrect
- Buckles belt or shoes
- Laces shoes
- Attempts to tie shoes

### Recreational/Leisure CBI
- Picks activities to do for fun when given a choice
- Choose an activity from a range of preferred activities
- Exercising weekly
- Follows rules when playing active games with others

### Technology/Computer Skills
- Identify a computer
- Manipulate a mouse (Click & drag)
- Identify the components of a computer (i.e., monitor, mouse, keyboard, printer, scanner)
- Demonstrate an understanding of the components of a computer

### Functional Reading/Vocabulary
- Read common signs: Go, stop, in, out, boys, girls, exit, enter, men, women, ladies, poison, walk, caution, danger, 911, emergency
- Recognize environmental print in context (e.g., MacDonald’s sign at MacDonald’s, stop sign at the corner)
- Identify environmental print out of context
- Recognize familiar signs, labels, and logos in the environment
- Recognize, read and demonstrate an understanding of the days of the week and months of the year

### Handwriting Without Tears
- Voluntarily looks at or try to read books
- Indicate a desire to be read to
- Know books by their names
- Listen attentively while being read to
- Examine pictures when being read to
- Recognize favorite books (i.e. by cover, color, size)
- Participate in Nursery Rhymes
- Request the re-reading of familiar books

### Early Readiness
- Brigance (pp. 79-81)
- Brigance (pp. 84-85)
- Functional Curriculum
- Brigance (p. 212)
- Functional Curriculum
- Functional Curriculum
- Functional Curriculum

### Time allocation
- 45 minutes daily
- 30 minutes daily
- 30 minutes daily
- 75 minutes daily
- 30 minutes daily
- 75 minutes daily

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### The Department of Exceptional Children

**Elementary Functional Skills Curriculum ~ Pacing Guide (1st Nine Weeks)**

<table>
<thead>
<tr>
<th>Reading – Kindergarten</th>
<th>Reading – 1st Grade</th>
<th>Reading – 2nd Grade</th>
<th>Reading – 3rd Grade</th>
<th>Reading – 4th Grade</th>
<th>Reading – 5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognize and produce rhyming words in print</td>
<td>• Recognize a sentence begins with a capital letter and ends with a capital letter and ends with a period, question mark, or exclamation point</td>
<td>• Produce and expand simple or compound sentences</td>
<td>• Identify a character, setting, event, or conflict</td>
<td>• Recall a detail in a text</td>
<td>• Recall details in a text</td>
</tr>
<tr>
<td>• Draw, dictate/list the sequence of events in the story</td>
<td>• Tell why a text is real or make-believe and give evidence from text.</td>
<td>• Learn the rules of capitalization and identify words that must be capitalized</td>
<td>• Recall information in a text</td>
<td>• Identify what happens in the beginning of a story</td>
<td>• Identify what happens in the beginning of a story</td>
</tr>
<tr>
<td>• Write/dictate/illustrate a bubble map about his/her family</td>
<td>• Write sentences to describe the character, the setting, and major events</td>
<td>• Locate and determine the meaning of words in a beginning dictionary or glossary</td>
<td>• Identify the topic of a text or information presented in diverse media</td>
<td>• Identify characters, setting, and events in a story</td>
<td>• Identify characters, setting, and events in a story</td>
</tr>
<tr>
<td>• Capitalize the first word in a sentence, the pronoun I, and names of people</td>
<td>• Write a class report on a zoo animal</td>
<td>• Be able to read high frequency words</td>
<td>• Identify the text features</td>
<td>• Identify the topic of a text</td>
<td>• Identify the topic of a text</td>
</tr>
<tr>
<td>• Use end punctuation for sentences - (.) and (?)</td>
<td>• Illustrate and write about signs in a school building</td>
<td>• RF.K.2a</td>
<td>• RF.1.1a</td>
<td>• RF.1.5</td>
<td>• RF.1.1a</td>
</tr>
<tr>
<td>• RF.2a</td>
<td></td>
<td>2.WA.10</td>
<td>2.WA.14</td>
<td>2.RWL.e5</td>
<td>2.RWL.c2</td>
</tr>
<tr>
<td>• RF.2b</td>
<td></td>
<td>Common Core Connectors</td>
<td>• 4.RL.12</td>
<td>4.RL.k2</td>
<td>4.RL.I1</td>
</tr>
<tr>
<td></td>
<td>• 75 minutes daily</td>
<td></td>
<td>3.RL.h1</td>
<td>3.RL.i2</td>
<td>4.RL.h4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.RL.k2</td>
<td>3.RI.h1</td>
<td>4.RI.i3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.RI.h4</td>
<td>3.RI.2</td>
<td>4.RI.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.RI.2</td>
<td>3.RI.5</td>
<td>4.RI.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.RI.1</td>
<td>5.RI.e2</td>
<td></td>
</tr>
</tbody>
</table>

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# Elementary Functional Skills Curriculum ~ Pacing Guide (1st Nine Weeks)

<table>
<thead>
<tr>
<th>Math</th>
<th>Math – 1st Grade</th>
<th>Math – 2nd Grade</th>
<th>Math – 3rd Grade</th>
<th>Math – 4th Grade</th>
<th>Math – 5th Grade</th>
</tr>
</thead>
</table>
| **Early Math** | • Recognize colors (red, yellow, green, blue, purple, pink, orange, black, white, brown, gray)  
• Identify shapes (circle, triangle, rectangle, diamond, heart, star, square, hexagon, oval, crescent)  
• Identify days of the week  
• Identify months of the year | • Count to 120 starting from any number  
• Read and write any number up to 120  
• Label a set of objects up to 120 with a written numeral  
• Count ten as ten ones  
• Represent the numbers 11-19 as a ten and some ones | • Write addition number sentences to tell how many in all  
• Solve stories about join groups  
• Write subtraction number sentences  
• Solve stories about separating groups  
• Solve stories about comparing groups  
• Write related addition and subtraction facts  
• Model and solve addition and subtraction problems | • Use place value to round to the nearest 10 or 100  
• Solve multi-step addition and subtraction problems to 100  
• Write or select the numerals 0-100 | • Read and write a multi-digit number in word form, base-ten numerals, and expanded form  
• Compare two multi-digit numbers using place value and record the comparison using symbols <, >, or =.  
• Explain how to use place value and what digits to look for in order to round a multi-digit number  
• Use the value of the digit to the right of the place to be rounded to determine whether to round up or down  
• Write a multi-digit number rounded to any given place  
• Choose the correct operation to perform at each step of a multi-step word problem | • Read, write, or select a decimal to the hundredths place  
• Round decimals to the next whole number  
• Solve word problems that require multiplication or division  
• Solve 1 step problems using decimals |
| **Kindergarten** | • Count to 25 by ones  
• Count forward to 25  
• Identify coin (penny) | • CCSS – 1.NBT.A.1  
• CCSS – 1.NBT.B.2 | • CCSS – 2.OA.A.1 | • Common core connectors  
• 3.NO.1j3  
• 3.NO.2c1  
• 2.NO.1e3 | • Common Core Connectors  
• 4.NO.1j5  
• 4.NO.2d7  
• 4.SE.1g2  
• 4.PRF.1e3 | • Common core connectors  
• S.NO.1b1  
• S.NO.1b4  
• S.NO.2c1  
• S.NO.2a5  
• S.NO.2c2 |
| **Early Math** | | | | | |
| • Brigance (pp. c-146-148)  
• OWL Curriculum  
• [http://www.scsk12.org/scs/subject-areas/SCS_PreK_Site/Welcome.html](http://www.scsk12.org/scs/subject-areas/SCS_PreK_Site/Welcome.html) | • CCSS – K.CC.A.1  
• CCSS – K.CC.A.2  
• Calendar Time | | | | |
| **Kindergarten** | | | | | |
| • CCSS – K.CC.A.1  
• CCSS – K.CC.A.2  
• Calendar Time | • 45-60 minutes daily |

Compiled by Audrey Norwood, M.Ed., Lukischa Lambert, M.Ed., & Karyn Christian, Ph.D.
## Elementary Functional Skills Curriculum ~ Pacing Guide (2nd Nine Weeks)

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Lets others help him or her when help is needed</td>
<td>Anticipates and verbalizes toileting</td>
<td>Dries hands, may need assistance</td>
<td>Uses napkins</td>
<td>Uses side of fork for cutting soft food</td>
<td>Puts on front opening sleeved garment with assistance</td>
<td></td>
</tr>
<tr>
<td>Looks directly at someone who is speaking</td>
<td>Knows the difference between bladder and bowel functions and communicates the difference</td>
<td>Washes hands, but may need assistance using soap efficiently</td>
<td>Manipulates spoon to scoop food</td>
<td>Holds fork in fingers (not fisted)</td>
<td>Puts on short sleeved garment with opening in front</td>
<td></td>
</tr>
<tr>
<td>Greets adults he or she knows well and people his or her own age by name</td>
<td>Stabilizes toileting, rarely has an accident</td>
<td>Dries hands without assistance</td>
<td>Uses knife for spreading</td>
<td>Removes shoes</td>
<td>Puts on “pull up” garment with an elastic waistband</td>
<td></td>
</tr>
<tr>
<td>Lets other people use his or her things</td>
<td>Pull down pants when he/she needs toileting</td>
<td>Washes hands with soap without assistance</td>
<td>Removes coat</td>
<td>Removes “pull over” garment</td>
<td>Puts on “pull over” game</td>
<td></td>
</tr>
<tr>
<td>Talks with others at the table during mealtimes</td>
<td>Attempts to wipe self</td>
<td>Turn faucet on and off</td>
<td>Undresses self except for more difficult pull over garments</td>
<td>Puts on socks</td>
<td>Puts on socks (may be on wrong feet)</td>
<td></td>
</tr>
<tr>
<td>Carries on a conversation with an adult or with a peer</td>
<td>Cares for toileting needs other than for help in wiping</td>
<td>Knows which faucet if hot and which is cold</td>
<td>Removes some pull over garments</td>
<td>Puts on “pull over” garment</td>
<td>Puts on shoes (on the correct feet)</td>
<td></td>
</tr>
<tr>
<td>Participates in a game or activity chosen by a group of friends</td>
<td>Flushes toilet</td>
<td>Adjust water temperature with adult assistance</td>
<td>Removes some more difficult pull over garments</td>
<td>Dresses with little supervision, other than for help with difficult fasteners</td>
<td>Puts on shoes (may be on wrong feet)</td>
<td></td>
</tr>
<tr>
<td>Interacts with people whose personal characteristics differ from his or hers</td>
<td>Manages clothes adequately on own</td>
<td>Grooming</td>
<td>Removes more difficult “pull over” garments</td>
<td>Puts on “pull over” garment</td>
<td>Puts on shoes (on the correct feet)</td>
<td></td>
</tr>
<tr>
<td>Waits for a scheduled activity or performance to begin without disrupting others</td>
<td>Wipes self independently</td>
<td>Bathroom needs</td>
<td>Unbuttons large front buttons</td>
<td>Unbuttons side buttons</td>
<td>Puts on “pull over” garment</td>
<td></td>
</tr>
</tbody>
</table>

### Toileting
- **Brigance (pp. 86-88)**
- **ALSC 3.1.4 (p. 8)**
- **ALSC 3.1.3 (p. 7)**
- **ALSC 3.1.36 (p. 52)**
- **ALSC 3.1.6 (p. 11)**
- **ALSC 3.1.7 (p. 12-13)**
- **ALSC 3.1.8 (p. 14)**
- **ALSC 3.1.9 (p. 15)**
- **ALSC 3.1.11 (p. 18)**

### Bathing
- **Brigance (pp. 89-91)**
- **Brigance (pp. 92-93)**
- **Brigance (pp. 73-76)**
- **Brigance (pp. 77-81)**
- **Brigance (pp. 82-85)**
- **Brigance (pp. 77-81)**
- **Brigance (pp. 82-83)**

### Feeding/Eating
- **Brigance (pp. 77-81)**
- **Brigance (pp. 82-85)**
- **Brigance (pp. 77-81)**
- **Brigance (pp. 82-83)**

### Feeding/Eating cont.
- **Brigance (pp. 77-81)**
- **Brigance (pp. 82-83)**

### Dressing/Fastening
- **Puts on front opening sleeved garment with assistance**
- **Puts on short sleeved garment with opening in front**
- **Puts on long sleeved garment with opening in front**
- **Puts on “pull up” garment with assistance in positioning the garment**
- **Puts on “pull over” garment**
- **Puts on socks**
- **Puts on “pull over” garment**
- **Dresses with little supervision, other than for help with difficult fasteners**
- **Puts on shoes (may be on wrong feet)**
- **Puts on shoes (on the correct feet)**

<table>
<thead>
<tr>
<th>Toileting</th>
<th>Bathing</th>
<th>Feeding/Eating</th>
<th>Dressing/Fastening</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 minutes daily</td>
<td>45 minutes daily</td>
<td>45 minutes daily</td>
<td>45 minutes daily</td>
</tr>
</tbody>
</table>

Compiled by Audrey Norwood, M.Ed., Lukischa Lambert, M.Ed., & Karyn Christian, Ph.D.
# Elementary Functional Skills Curriculum ~ Pacing Guide (2nd Nine Weeks)

## Self Help
- **Dressing/Fastening cont.**
  - Dresses self with clothes on correctly and can work all fasteners except shoe tying
  - Buttons large front buttons
  - Snaps front snaps
  - Zips front non-separating zipper
  - Attempts to lace shoes, may be incorrect
  - Buckles belt or shoes
  - Laces shoes
  - Attempts to tie shoes

## Recreational/Leisure CBI
- Picks activities to do for fun when given a choice
- Choose an activity from a range of preferred activities
- Exercising weekly (recess, playground, etc.)
- Follows rules when playing active games with others

## Technology/Computer Skills
- **Computer Skills**
  - Demonstrate an understanding of cause and effect. (i.e., pressing the spacebar causes the cursor to move)
  - Use a mouse functionally to navigate commands
  - Use a joystick/controller
  - Turn on/off computer, monitor, and printer
  - Log on computer using username and password
  - Log off computer
  - Identify and click the icon for the desired program
  - Open programs through various avenues
  - Correctly insert paper into a printer
  - Correctly insert a CD/DVD into the computer
  - Correctly insert a mass storage device
  - Save information
  - Open and retrieve saved information

## Functional Reading/Vocabulary
- **Read common signs:**
  - Go, stop, in, out, boys, girls, exit, enter, men, women, ladies, poison, walk, caution, danger, 911, emergency
- Identify environmental print in context (e.g., MacDonald’s sign at McDonald’s, stop sign at the corner)
- Identify familiar signs, labels, and logos in the environment
- Recognize, read and demonstrate an understanding of the days of the week and months of the year

## Handwriting Without Tears
- **Kindergarten Objectives:**
  - Letters and Numbers For Me (orange book)
    - Student will demonstrate the ability to hold a pencil correctly
    - Student will demonstrate the Development of Printing Primary Skills
    - Memory, Orientation, Start, and Sequence of letters
    - Student will demonstrate the Development of Printing Secondary Skills
    - Placement, Sizing, Spacing, and Control of letters
    - Writing of letters, numbers, words, sentences, and paragraphs in all subjects

## Early Readiness
- Respond with/to questions or comments on stories
- Ask to take books home to read
- Fill in words as adult reads
- Open a book to look at right a book which is upside down
- Turn pages right to left, one at a time

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- **Brigance (pp. 79-81)**
- **Brigance (pp. 84-85)**
- **ALSC 3.6.1 (p. 267)**
- **ALSC 3.6.2 (p. 268)**
- **ALSC 3.6.17 (p. 286)**
- **ALSC 3.6.7 (p. 273)**
- **Functional Curriculum**
- **Brigance (p. 212)**
- **Functional Curriculum**
- **HWT Curriculum**
- **Brigance (pp. 139-141)**

- 45 minutes daily
- 30 minutes daily
- 30 minutes daily
- 75 minutes daily
- 30 minutes daily
- 75 minutes daily
## Elementary Functional Skills Curriculum ~ Pacing Guide (2nd Nine Weeks)

<table>
<thead>
<tr>
<th>Reading – Kindergarten</th>
<th>Reading – 1st Grade</th>
<th>Reading – 2nd Grade</th>
<th>Reading – 3rd Grade</th>
<th>Reading – 4th Grade</th>
<th>Reading – 5th Grade</th>
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</thead>
<tbody>
<tr>
<td>Recognize environmental print in context (e.g., MacDonald’s sign at MacDonald’s, stop sign at the corner)</td>
<td>Tell the main idea, or central lesson of a story. Use context to determine the meaning of words from books read aloud. Use context clues when reading to assist in word recognition. Blend sounds to make words.</td>
<td>List three details from the story. Write sentences about characters and what they did in the stories we have read. Write a factual essay. Write statements or questions about the animals in the story.</td>
<td>Gather information from a nonfiction text. Use text evidence to draw conclusions. Examine how photographs, illustrations, and captions contribute to a text. Examine the effect of an author’s choice of words. Choose words and phrases to convey ideas precisely. Use context as a clue to the meaning of a word or phrase. Use reference materials to find the pronunciation and determine or clarify the precise meaning of words.</td>
<td>Identify basic text features (e.g. charts, maps, graphs, time lines, diagrams). Identify the topic of a text. Locate information within a simplified chart, map or graph. Understand that words can have more than one meaning. Identify general academic words (e.g. map, character, equal, book, name, paper, etc). Identify the purpose of using different formats, illustrations, or multimedia.</td>
<td>Recall details in a text. Identify what happens in the beginning of a story. Identify characters, setting and events in a story. Identify topic of a text. Identify similarities and differences between two pieces of information from a text. Identify main/key ideas/points in a text.</td>
</tr>
<tr>
<td>RL.K.1</td>
<td>RF.1.2b</td>
<td>RF.2.1-3</td>
<td>Common Core Connectors</td>
<td>Common core Connectors</td>
<td>Common core Connectors</td>
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<tr>
<td>RL.K.2</td>
<td>RF.1.4c</td>
<td>3.RL.h1</td>
<td>4.RL.h4</td>
<td>5.RL.b1</td>
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</tr>
<tr>
<td>RL.K.5</td>
<td>RF.1.2c</td>
<td>3.RL.i2</td>
<td>4.RL.i3</td>
<td>5.RL.c2</td>
<td></td>
</tr>
<tr>
<td>75 minutes daily</td>
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### Elementary Functional Skills Curriculum ~ Pacing Guide (2nd Nine Weeks)

<table>
<thead>
<tr>
<th>Math</th>
<th>Math – 1st Grade</th>
<th>Math – 2nd Grade</th>
<th>Math – 3rd Grade</th>
<th>Math – 4th Grade</th>
<th>Math – 5th Grade</th>
</tr>
</thead>
</table>
| Early Math | - Recognize colors (red, yellow, green, blue, purple, pink, orange, black, white, brown, gray)  
- Identify shapes (circle, triangle, rectangle, diamond, heart, star, square, hexagon, oval, crescent)  
- Match shapes, colors, and objects  
- Identify days of the week  
- Identify months of the year | - Represent multiple sets of ten using number names (2 ten is 20)  
- Explain the value of each digit in a two-digit number (place value)  
- Model addition and subtraction word problems using objects, drawings, and equations  
- Solve addition and subtraction word problems using objects, drawings, and equations | - Master addition facts involving 0, 1, or 2  
- Master addition facts where both addends are the same  
- Master addition facts where the addends are 1 apart  
- Use the commutative property to find the sum  
- Find the sums of three addends using any order  
- Find sums by making 10 when adding 9  
- Finds sums by making 10 when adding 8  
- Draw a picture and write a number sentence to solve a story problem | - Solve or solve and check one or two step word problems requiring addition, subtraction or multiplication with answers to 100  
- Solve multi-step addition and subtraction problems to 100 | - Determine how many objects go into each group when given the total number of objects and groups where the number in each group or number of groups is not >10  
- Identify visual multiplicative comparisons (e.g. which shows two times as many tiles as this set)  
- Solve or solve and check one or two step word problems requiring addition, subtraction, multiplication with answers to 100  
- Use place value to round to any place  
- Use =,<,> to compare 2 fractions | - Read, write, or select a decimal to the hundredths place  
- Round decimals to the next whole number  
- Solve word problems that require multiplication or division  
- Solve one step problems using decimals  
- Solve word problems involving the addition, subtraction, multiplication, or division of fractions  
- Determine whether the product will increase or decrease based on the multiplier |
| Kindergarten | - Tell time to the hour  
- Identify positions  
- Sorting by color, size, shape, and kind  
- Identify 2-D shapes | - CCSS - 1.NBT.B.2  
- CCSS - 1.NBT.B.2.b  
- CCSS - 1.OA.A.1 | - CCSS - 2.OA.A.1  
- CCSS - 2.OA.B.2  
- CCSS - 2.NBT.B.5  
- CCSS - 2.NBT.B.9 | - Common Core connectors  
- 3.NO.2e1  
- 3.NO.2c1 | - Common core connectors  
- 4.NO.2d7  
- 4.PSF.1e3  
- 4.NO.2e2  
- 4.NO.1j5  
- 4.SE.1g2 | - Common core connectors  
- 5.PSF.2b1  
- 5.NO.1b1  
- 5.NO.2a5  
- 5.NO.2c1  
- 5.NO.2c2  
- 5.PSF.1a1 |
| Calendar Time | - 45-60 minutes daily | - 45-60 minutes daily | - 45-60 minutes daily | - 45-60 minutes daily | - 45-60 minutes daily |
### Social Development

- Ask age-mates to join in an activity
- Works on projects with others
- Asks to join in with peers who are already engaged in an activity
- Says "Thank you," "I'm sorry," "Excuse me," or "How do you do" when it is appropriate
- Offers to clean up after spilling or breaking something
- Gets permission to borrow things and then returns them
- Knocks before going in another person's room
- Offers sympathy or support to others who are feeling badly
- Volunteers to join in group projects or activities
- Accepts the consequences for doing something wrong

### Self Help

#### Toileting
- Anticipates and verbalizes/communicates toileting needs fairly constantly
- Knows the difference between bladder and bowel functions and communicates the difference
- Stabilizes toileting, rarely has an accident
- Pull down pants when he/she needs toileting
- Attempts to wipe self
- Cares for toileting needs other than for help in wiping
- Flushes toilet
- Manages clothes adequately on own
- Wipes self independently

#### Bathing
- Dries hands, may need assistance
- Washes hands, but may need assistance using soap efficiently
- Dries hands without assistance
- Washes hands with soap without assistance
- Turn faucet on and off
- Knows which faucet if hot and which is cold
- Adjust water temperature with adult assistance

#### Grooming
- Wipes nose when requested to do so
- Wipes nose without verbal cue
- Covers mouth when coughing and sneezing

#### Feeding/Eating
- Uses napkins
- Manipulates spoon to scoop food
- Takes spoon from plate to mouth, with some spilling
- Inserts spoon in mouth without turning it upside down, with little or no spilling
- Uses straw to drink
- Lifts cup or glass to table to drink
- Drinks from cup or glass in one hand without assistance
- Uses side of fork for cutting
- Drinks from cup held with both hands, assistance
- Lifts cup or glass from table to drink
- Returns cup or glass to table after drinking
- Manipulates spoon to scoop food

#### Feeding/Eating cont.
- Uses a fork for eating
- Spoon feeds without spilling
- Uses side of fork for cutting soft food
- Holds fork in fingers (not fisted)
- Uses knife for spreading
- Uses knife for cutting softer food

#### Undressing/Unfastening
- Removes shoes
- Removes coat
- Undresses self except for more difficult pull over garments
- Removes some pull over garments
- Removes some more difficult pull over garments
- "Pull over" garments
- Unbuttons large front buttons
- Unbuttons side buttons
- Unsnaps front snaps
- Unbuttons small front buttons
- Unzips back (non-separating) zipper

#### Dressing/Fastening
- Puts on front opening sleeved garment with assistance
- Puts on short sleeved garment with opening in front
- Puts on long sleeved garment with opening in front
- Puts on front opening "pull up" garment with assistance in positioning the garment
- Puts on "pull up" garment with an elastic waistband
- Puts on "pull over" game
- Puts on socks
- Puts on "pull over" garment
- Dresses with little supervision, other than for help with difficult fasteners
- Puts on shoes (may be on wrong feet)
- Puts on shoes (on the correct feet)

<table>
<thead>
<tr>
<th>Element</th>
<th>ALSC 3.1.19 (p.26)</th>
<th>ALSC 3.1.21 (pp.28-29)</th>
<th>ALSC 3.1.22 (p.30)</th>
<th>ALSC 3.1.23 (pp.31-32)</th>
<th>ALSC 3.1.24 (p.33)</th>
<th>Brigance (pp. 86-91)</th>
<th>Brigance (pp. 92-93)</th>
<th>Brigance (pp. 73-76)</th>
<th>Brigance (pp. 77-81)</th>
<th>Brigance (pp. 77-78)</th>
<th>Brigance (pp. 82-83)</th>
<th>Brigance (pp. 79-81)</th>
<th>Brigance (pp. 84-85)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>45 minutes daily</td>
<td>45 minutes daily</td>
<td>45 minutes daily</td>
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## Elementary Functional Skills Curriculum ~ Pacing Guide (3rd Nine Weeks)

<table>
<thead>
<tr>
<th>Self Help</th>
<th>Recreational/Leisure CBI</th>
<th>Technology/Computer Skills</th>
<th>Functional Reading/Vocabulary</th>
<th>Handwriting Without Tears</th>
<th>Early Readiness</th>
</tr>
</thead>
</table>
| **Dressing/Fastening cont.**  
- Dresses self with clothes on correctly and can work all fasteners except shoe tying  
- Buttons large front buttons  
- Snaps front snaps  
- Zips front non-separating zipper  
- Attempts to lace shoes, may be incorrect  
- Buckles belt or shoes  
- Laces shoes  
- Attempts to tie shoes  |  
- Picks activities to do for fun when given a choice  
- Choose an activity from a range of preferred activities  
- Exercising weekly  
- Follows rules when playing active games with others  |  
- Technology Skills  
- Use a keyboard  
- Develop keyboarding skills  
- Increase speed and accuracy when typing  
- Use a word processing program to type text from print  
- Use a word processing program to create own text  |  
- Read common signs:  
  - Go, stop, in, out, boys, girls, exit, enter, men, women, ladies, poison, walk, caution, danger, 911, emergency  
- Read and set a timer  
- Use graphs, charts, signs, calendars and captions to acquire information  
- Use telephone directories to acquire information  
- Use the Internet to access information  
- Read temperatures on various types of thermometers  
- Read units on measuring cups/spoons  
- Read units on measuring tapes  
- Read a flyer to find information  
- Read and name money symbols  
- Read money words  |  
- Kindergarten Objectives:  
  - Letters and Numbers For Me (orange book)  
    - Student will demonstrate the ability to hold a pencil correctly  
    - Student will demonstrate the Development of Printing Primary Skills Memory, Orientation, Start, and Sequence of letters  
    - Student will demonstrate the Development of Printing Secondary Skills Placement, Sizing, Spacing, and Control of letters  
    - Student will demonstrate the Development of Functional Writing skills Writing of letters, numbers, words, sentences, and paragraphs in all subjects  |  
- Read pictures without text  
- Identify the front, back, top, and bottom of a book  
- Indicate the difference between words and pictures  
- Associate a word with its picture  
- Indicate that it is the text that is read  
- Indicate the first word in a sentence is the starting place for reading  
- Indicate print is read from left to right, top to bottom  
- Says the letters of the alphabet  
- Identify upper-case/lower-case letters  
- Indicate that there are spaces between words  
- Use pictures to pretend read  |
| **Brigance (pp. 79-81)**  
**Brigance (pp. 84-85)**  | **ALSC 3.6.1 (p. 267)**  
**ALSC 3.6.2 (p. 268)**  
**ALSC 3.6.17 (p. 286)**  
**ALSC 3.6.7 (p. 273)**  | **Functional Curriculum**  
**Functional Curriculum**  
**Brigance (pp. 139-141)**  
**Functional Curriculum**  
| **45 minutes daily**  
**30 minutes daily**  
**30 minutes daily**  
**75 minutes daily**  
**30 minutes daily**  
**75 minutes daily**  |  |  |  |  |  |
# Elementary Functional Skills Curriculum ~ Pacing Guide (3rd Nine Weeks)

<table>
<thead>
<tr>
<th>Reading – Kindergarten</th>
<th>Reading – 1st Grade</th>
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<th>Reading – 3rd Grade</th>
<th>Reading – 4th Grade</th>
<th>Reading – 5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use phrases and picture clues to define unknown words.</td>
<td>Say the beginning, middle, and end sounds in one---syllable words.</td>
<td>Identify short vowels</td>
<td>Identify a character, setting, event, or conflict</td>
<td>Recall a detail in a text</td>
<td>Identify the topic of text</td>
</tr>
<tr>
<td>Name and describe common types of texts.</td>
<td>Identify beginning sounds (n, d, p, f, r, h, /z/s, b, l, x, y, w, k, v, j, qu, z)</td>
<td>Identify CVC Syllable pattern</td>
<td>Identify the topic of a text or information presented in diverse media</td>
<td>Identify similarities and differences between two pieces of information from a text</td>
<td>Identify main/key ideas/points in a text</td>
</tr>
<tr>
<td>Name the author and illustrator and define the role of each.</td>
<td>Phonogram -it, -et</td>
<td>Identify long vowels CVC</td>
<td>Determine the main idea of text; recount the key details and explain how they support the main idea</td>
<td>Identify general academic words (e.g. map, character, equal, book, name, paper, etc)</td>
<td>Identify multiple meaning words</td>
</tr>
<tr>
<td>Name upper- and lower-case letters of the alphabet</td>
<td>Inflections -it, -e</td>
<td>Identify sounds for c</td>
<td>Identify different types of text features found in informational text</td>
<td>Identify the purpose of using different formats, illustrations, or multimedia (e.g. bullets are used for listing items)</td>
<td></td>
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<tr>
<td>Identify beginning sounds in words</td>
<td></td>
<td>Sounds for g</td>
<td>Sort evidence collected from print and/or digital sources on given topics</td>
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<tr>
<td>Understand that words are separated by spaces in print.</td>
<td></td>
<td>Identify consonant blends</td>
<td>With guidance and support from adults produce writing in which the development and organization are appropriate to task and purpose</td>
<td></td>
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<tr>
<td>Read from left to right, and top to bottom.</td>
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<td>Common core connectors</td>
<td>Common core connectors</td>
<td>Common core connectors</td>
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<td>3.RL.h1</td>
<td>4.RL.i2</td>
<td>5.RI.c4</td>
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<td>3.RL.k2</td>
<td>4.RL.k2</td>
<td>5.RI.d5</td>
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<td>4.RL.L1</td>
<td>5.RI.e2</td>
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<td>3.WL.o1</td>
<td>4.RW.Lh2</td>
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# Elementary Functional Skills Curriculum ~ Pacing Guide (3rd Nine Weeks)

## Early Math
- Recognize colors (red, yellow, green, blue, purple, pink, orange, black, white, brown, gray)
- Identify shapes (circle, triangle, rectangle, diamond, heart, star, square, hexagon, oval, crescent)
- Matches shapes, colors, and objects
- Identify days of the week
- Identify months of the year

### Kindergarten
- Compose/Create 2-D shapes
- Identify Numbers 0-5
- Order Numbers 0-5

## Math
- Solve word problems with unknown numbers in different positions
- Explain that the equal sign (=) means “same as.”
- Compare the value of both sides of an equation and determine whether it is true or false
- Determine the unknown number value in an addition equation when two out of three numbers are given

### Math – 1st Grade
- Solve multiplication problems with neither number greater than 5
- Identify multiplication patterns in a real world setting
- Solve multi-step addition and subtraction problems up to 100

### Math – 2nd Grade
- Subtract 0, 1, and 2, from a number
- Use addition doubles facts to subtract
- Subtract using related addition facts to 10
- Subtract using related addition facts to 18
- Subtract by finding missing addends
- Problem-solve two question problems

### Math – 3rd Grade
- Write an equation for a situation involving multiplicative comparison
- Demonstrate division of a multi-digit number by a one-digit number using place value, rectangular arrays, and area model
- Solve division of a multi-digit number by a one-digit number using properties of operations and equations
- Explain my chosen strategy

### Math – 4th Grade
- Read, write, or select a decimal to the hundredths place
- Round decimals to the next whole number
- Solve word problems that require multiplication or division
- Solve word problems involving the addition, subtraction, multiplication or division of fractions
- Determine whether the product will increase or decrease based on multiplier

### Math – 5th Grade
- Compose/Create 2-D shapes
- Identify Numbers 0-5
- Order Numbers 0-5

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# Social Development
- Talks about his or her sad feelings or moods
- Tells people when they have hurt his or her feelings
- Expresses personal opinions during a discussion
- Refuses to do something he or she knows is wrong
- Walks away from others who fighting or calls for help
- Listens to others talk about ideas that are different from his or hers
- Expresses anger in a nonaggressive manner (without yelling or physically attacking)
- Discusses differences of opinion and reaches agreement with others

<table>
<thead>
<tr>
<th>Social Development</th>
<th>Self Help</th>
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<tr>
<td>Toileting</td>
<td>Bathing</td>
<td>Feeding/Eating</td>
<td>Self Help</td>
<td>Self Help</td>
<td>Self Help</td>
</tr>
<tr>
<td>• Anticipates and verbalizes/communicates toileting needs fairly constantly</td>
<td>• Dries hands, may need assistance</td>
<td>• Uses napkins</td>
<td>• Uses side of fork for cutting soft food</td>
<td>• Puts on front opening sleeved garment with assistance</td>
<td></td>
</tr>
<tr>
<td>• Know the difference between bladder and bowel functions and communicates the difference</td>
<td>• Washes hands, but may need assistance using soap efficiently</td>
<td>• Manipulates spoon to scoop food</td>
<td>• Holds fork in fingers (not fisted)</td>
<td>• Puts on short sleeved garment with opening in front</td>
<td></td>
</tr>
<tr>
<td>• Stabilizes toileting, rarely has an accident</td>
<td>• Dries hands without assistance</td>
<td>• Takes spoon from plate to mouth, with some spilling</td>
<td>• Uses knife for spreading</td>
<td>• Puts on long sleeved garment with opening in front</td>
<td></td>
</tr>
<tr>
<td>• Pull down pants when he/she needs toileting</td>
<td>• Washes hands with soap without assistance</td>
<td>• Inserts spoon in mouth without turning it upside down, with little or no spilling</td>
<td>• Uses knife for cutting softer food</td>
<td>• Puts on &quot;pull up&quot; garment with an elastic waistband</td>
<td></td>
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<tr>
<td>• Attempts to wipe self</td>
<td>• Turn faucet on and off</td>
<td>• Knows which faucet if hot and which is cold</td>
<td>• Removes shoes</td>
<td>• Puts on &quot;pull over&quot; game</td>
<td></td>
</tr>
<tr>
<td>• Cares for toileting needs other than for help in wiping</td>
<td>• Adjusts water temperature</td>
<td>• Drinks from cup held in one hand without assistance</td>
<td>• Removes coat</td>
<td>• Puts on socks</td>
<td></td>
</tr>
<tr>
<td>• Wipes nose when requested to do so</td>
<td>• Lifts cup or glass to table to mouth, with some spilling</td>
<td>• Uses side of fork for cutting</td>
<td>• Undresses self except for more difficult pull over garments</td>
<td>• Puts on &quot;pull over&quot; garment</td>
<td></td>
</tr>
<tr>
<td>• Wipes nose without verbal cue</td>
<td>• Drinks from cup held with both hands, assistance</td>
<td>• Removes some pull over garments</td>
<td>• Removes more difficult pull over garments</td>
<td>• Dresses with little supervision, other than for help with difficult fasteners</td>
<td></td>
</tr>
<tr>
<td>• Covers mouth when coughing and sneezing</td>
<td>• Lifts cup or glass from table to drink</td>
<td>• Removes some more difficult pull over garments</td>
<td>• Removes more difficult &quot;pull over&quot; garments</td>
<td>• Puts on shoes (may be on wrong feet)</td>
<td></td>
</tr>
<tr>
<td>• Wipes self independently</td>
<td>• Returns cup or glass to table after drinking</td>
<td>• Unbuttons large front buttons</td>
<td>• Unbuttons small front buttons</td>
<td>• Puts on shoes (on the correct feet)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Toileting cont.</th>
<th>Self Help</th>
<th>Self Help</th>
<th>Self Help</th>
<th>Self Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Manipulates spoon to scoop food</td>
<td>• Uses knife for cutting soft food</td>
<td>• Holds fork in fingers (not fisted)</td>
<td>• Uses knife for spreading</td>
<td></td>
</tr>
<tr>
<td>• Takes spoon from plate to mouth, with some spilling</td>
<td>• Uses knife for spreading</td>
<td>• Uses knife for cutting softer food</td>
<td>• Removes shoes</td>
<td></td>
</tr>
<tr>
<td>• Inserts spoon in mouth without turning it upside down, with little or no spilling</td>
<td>• Knows which faucet if hot and which is cold</td>
<td>• Drinks from cup held in one hand without assistance</td>
<td>• Removes coat</td>
<td></td>
</tr>
<tr>
<td>• Adjusts water temperature</td>
<td>• Drinks from cup held with both hands, assistance</td>
<td>• Uses side of fork for cutting</td>
<td>• Undresses self except for more difficult pull over garments</td>
<td></td>
</tr>
<tr>
<td>• Turn faucet on and off</td>
<td>• Lifts cup or glass to table to mouth, with some spilling</td>
<td>• Removes some pull over garments</td>
<td>• Removes more difficult pull over garments</td>
<td></td>
</tr>
<tr>
<td>• Washes hands with soap without assistance</td>
<td>• Inserts spoon in mouth without turning it upside down, with little or no spilling</td>
<td>• Removes some more difficult pull over garments</td>
<td>• Removes more difficult &quot;pull over&quot; garments</td>
<td></td>
</tr>
<tr>
<td>• Dries hands without assistance</td>
<td>• Knows which faucet if hot and which is cold</td>
<td>• Drinks from cup held with both hands, assistance</td>
<td>• Unbuttons large front buttons</td>
<td></td>
</tr>
<tr>
<td>• Adjusts water temperature</td>
<td>• Turns faucet on and off</td>
<td>• Uses side of fork for cutting</td>
<td>• Unbuttons small front buttons</td>
<td></td>
</tr>
<tr>
<td>• Lifts cup or glass to table to mouth, with some spilling</td>
<td>• Drinks from cup held with both hands, assistance</td>
<td>• Removes some more difficult pull over garments</td>
<td>• Unzips back (non-separating) zipper</td>
<td></td>
</tr>
<tr>
<td>• Drinks from cup held with both hands, assistance</td>
<td>• Lifts cup or glass from table to drink</td>
<td>• Removes some more difficult pull over garments</td>
<td>• Removes more difficult &quot;pull over&quot; garments</td>
<td></td>
</tr>
<tr>
<td>• Returns cup or glass to table after drinking</td>
<td>• Drinks from cup held with both hands, assistance</td>
<td>• Removes some more difficult pull over garments</td>
<td>• Removes more difficult &quot;pull over&quot; garments</td>
<td></td>
</tr>
<tr>
<td>• Manipulates spoon to scoop food</td>
<td>• Turns faucet on and off</td>
<td>• Removes some more difficult pull over garments</td>
<td>• Removes more difficult &quot;pull over&quot; garments</td>
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<tr>
<td>• Uses knife for cutting</td>
<td>• Drinks from cup held with both hands, assistance</td>
<td>• Removes some more difficult pull over garments</td>
<td>• Removes more difficult &quot;pull over&quot; garments</td>
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<tr>
<td>• Uses spoon in mouth without turning it upside down, with little or no spilling</td>
<td>• Drinks from cup held with both hands, assistance</td>
<td>• Removes some more difficult pull over garments</td>
<td>• Removes more difficult &quot;pull over&quot; garments</td>
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<tr>
<td>• Adjusts water temperature</td>
<td>• Drinks from cup held with both hands, assistance</td>
<td>• Removes some more difficult pull over garments</td>
<td>• Removes more difficult &quot;pull over&quot; garments</td>
<td></td>
</tr>
</tbody>
</table>

- ALSC 3.1.25 (pp. 34-35)
- ALSC 3.1.27 (pp. 38-39)
- ALSC 3.1.28 (pp. 40-41)
- ALSC 3.1.30 (p. 44)
- ALSC 3.1.31 (p. 45)
- ALSC 3.1.37 (p. 53)
- ALSC 3.1.39 (pp. 56-57)

- Brigance (pp. 86-91)
- Brigance (pp. 92-93)
- Brigance (pp. 73-76)
- Brigance (pp. 77-81)
- Brigance (pp. 77-78)
- Brigance (pp. 77-78)
- Brigance (pp. 82-85)
- Brigance (pp. 82-83)

- 45 minutes daily
- 45 minutes daily
- 45 minutes daily
- 45 minutes daily
- 45 minutes daily
- 45 minutes daily
- 45 minutes daily
- 45 minutes daily

Compiled by Audrey Norwood, M.Ed., Lukischa Lambert, M.Ed., & Karyn Christian, Ph.D.
## Elementary Functional Skills Curriculum ~ Pacing Guide (4th Nine Weeks)

<table>
<thead>
<tr>
<th>Self Help</th>
<th>Recreational/Leisure CBI</th>
<th>Technology/Computer Skills</th>
<th>Functional Reading/ Vocabulary</th>
<th>Handwriting Without Tears</th>
<th>Early Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dressing/Fastening cont.</strong></td>
<td></td>
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<tr>
<td>- Dresses self with clothes on correctly and can work all fasteners except shoe tying</td>
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<tr>
<td>- Buttons large front buttons</td>
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<tr>
<td>- Snaps front snaps</td>
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<tr>
<td>- Zips front non - separating zipper</td>
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<tr>
<td>- Attempts to lace shoes, may be incorrect</td>
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<tr>
<td>- Buckles belt or shoes</td>
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<tr>
<td>- Laces shoes</td>
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<tr>
<td>- Attempts to tie shoes</td>
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<td><strong>Technology Skills</strong></td>
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<tr>
<td>- Use a keyboard</td>
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<td>- Develop keyboarding skills</td>
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<tr>
<td>- Increase speed and accuracy when typing</td>
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<tr>
<td>- Use a word processing program to type text from print</td>
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<tr>
<td>- Use a word processing program to create own text</td>
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<tr>
<td><strong>Internet Skills</strong></td>
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<tr>
<td>- Navigate the Internet</td>
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<tr>
<td>- Access information through the Internet</td>
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<tr>
<td>- Be aware of safety rules regarding Internet usage</td>
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<tr>
<td><strong>Read common signs:</strong></td>
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<tr>
<td>Go, stop, in, out, boys, girls, exit, enter, men, women, ladies, poison, walk, caution, danger, 911, emergency</td>
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<tr>
<td><strong>Functional Reading/ Vocabulary</strong></td>
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<tr>
<td>- Read functions on a vending machine</td>
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<td>- Read a sales receipt</td>
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<td>- Read a menu</td>
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<tr>
<td>- Recognize and read safety and survival signs</td>
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<tr>
<td>- Read labels on products for simple recipes, nutritional information, and instructions</td>
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<tr>
<td>- Read instructions on labels</td>
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<tr>
<td>- Read a recipe</td>
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<tr>
<td>- Read keys and functions of a computer</td>
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<tr>
<td><strong>First Grade Objectives: My Printing Book (yellow book)</strong></td>
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<tr>
<td>- Student will demonstrate the Development of Foundation Skills</td>
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<tr>
<td>o Good posture</td>
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<tr>
<td>o Proper position of paper</td>
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<tr>
<td>o Hold pencil correctly</td>
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<tr>
<td>o Writing in all subjects</td>
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<tr>
<td>- Student will demonstrate the ability to build Handwriting Fluency</td>
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<tr>
<td>o Form letters correctly, out of habit</td>
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<tr>
<td>o Write words from left to right with letters close and placed correctly on lines</td>
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<tr>
<td>o Write sentences from left to right with a beginning capital, spaces between words, and ending punctuation</td>
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<tr>
<td><strong>Handwriting Without Tears</strong></td>
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<tr>
<td>- Brigance (p. 212)</td>
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<tr>
<td>- Functional Curriculum</td>
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<td>- HWT Curriculum</td>
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<td>- Brigance (pp. 79-81)</td>
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<td>- Brigance (pp. 84-85)</td>
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<tr>
<td>- 45 minutes daily</td>
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<tr>
<td>- ALSC 3.6.1 (p. 267)</td>
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<td>- ALSC 3.6.2 (p. 268)</td>
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<td>- ALSC 3.6.17 (p. 286)</td>
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<td>- ALSC 3.6.7 (p. 273)</td>
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<td>- I-ready</td>
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<td>- 30 minutes daily</td>
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<td>- Iready</td>
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</table>

*Compiled by Audrey Norwood, M.Ed., Lukischa Lambert, M.Ed., & Karyn Christian, Ph.D.*
### The Department of Exceptional Children


<table>
<thead>
<tr>
<th>Reading – Kindergarten</th>
<th>Reading – 1st Grade</th>
<th>Reading – 2nd Grade</th>
<th>Reading – 3rd Grade</th>
<th>Reading – 4th Grade</th>
<th>Reading – 5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify and produce rhyming words</td>
<td>- Word recognition of short vowels (a, e, i, o, u)</td>
<td>- Identify common final blends</td>
<td>- Read grade level text with fluency, accuracy, expression and comprehension.</td>
<td>- Understand that words can have more than one meaning</td>
<td>- Identify multiple meaning words</td>
</tr>
<tr>
<td>- Name upper- and lower-case letters of the alphabet</td>
<td>- Identify final sounds</td>
<td>- Identify double consonants (CVC) and ck</td>
<td>- Answer literal questions and refer to text to support your answer</td>
<td>- Identify general academic words (e.g. map, character, equal, book, name, paper, etc)</td>
<td>- Identify relationship of set of items in various categories</td>
</tr>
<tr>
<td>- Identify beginning sounds in words (Mm &amp; Ss)</td>
<td>- Blend Phonemes</td>
<td>- Identify consonants diagraphs</td>
<td>- Identify frequently used words</td>
<td>- Identify frequently used words</td>
<td>- (definition, classification, compare/contrast, cause/effect)</td>
</tr>
<tr>
<td>- Understand that words are separated by spaces in print.</td>
<td>- Segment sounds in one-syllable words</td>
<td>- Read high-frequency words</td>
<td>- Identify a concluding sentence that signals a close of a paragraph</td>
<td>- Identify the purpose of using different formats, illustrations, or multimedia</td>
<td>- Identify facts and details related to a specified topic</td>
</tr>
<tr>
<td>- Read from left to right, and top to bottom.</td>
<td>- Recognize and read high-frequency sight words</td>
<td>- Read grade level text as a clue to the meaning of a new word, phrase, or multiple meaning</td>
<td>- Given a specific purpose produce a permanent product (e.g. select text appropriate to the purpose, identify descriptive sentences, and select a concluding sentence)</td>
<td>- Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g. to entertain) audience</td>
<td>- Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g. to entertain) audience</td>
</tr>
<tr>
<td>- Read common high-frequency words by sight (I, like, the, and).</td>
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<td>- Read grade level text with accuracy; smoothly at an appropriate rate; and read with attention to punctuation</td>
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<tr>
<td>RF.K.1a</td>
<td>RF.1.2d</td>
<td>RF.2.1-3</td>
<td>RF.2.4</td>
<td>RF.2.1-3</td>
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<td>RF.1.2d</td>
<td>Common core connectors</td>
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<td>Common core connectors</td>
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<td>RF.K.1d</td>
<td>RF.1.3</td>
<td>3.RL.1</td>
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<td>4.RWL.1j</td>
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<td>RF.1.3</td>
<td>3.RL.1</td>
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<td>4.RWL.1j</td>
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<td>RF.K.1c</td>
<td>RF.1.2d</td>
<td>3.RWL.1j</td>
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### Early Math
- Recognize colors (red, yellow, green, blue, purple, pink, orange, black, white, brown, gray)
- Identify shapes (circle, triangle, rectangle, diamond, heart, star, square, hexagon, oval, crescent)
- Matches shapes, colors, and objects
- Identify days of the week
- Identify months of the year

### Kindergarten
- Create/Compose Numbers 0-5
- Decompose Numbers 0-5
- Fluently add and subtract within 5

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### Math
<table>
<thead>
<tr>
<th>Math</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Math</td>
<td>• Show that changing the order of the addends (numbers) does not change the sum (answer)</td>
<td>• Represent numbers as groups of 10</td>
<td>• Identify the fraction that matches the representation (rectangles and circles, halves, fourths, thirds, eighths)</td>
<td>• Determine equivalent fractions</td>
<td>• Generate or select a comparison between two graphs from a similar situation</td>
</tr>
<tr>
<td></td>
<td>• Use properties of operations to add and subtract</td>
<td>• Group objects into tens and ones to show two-digit numbers</td>
<td>• Use =, &lt;, or &gt; to compare 2 fractions with the same numerator or denominator</td>
<td>• Compare up to 2 given fractions that have different denominators</td>
<td>• Convert standard measurements of length</td>
</tr>
<tr>
<td></td>
<td>• Rewrite a subtraction equation as an addition equation with a missing addend</td>
<td>• Read and write numbers for numbers 0-99</td>
<td>• Collect data; organize into picture or bar graph</td>
<td>• Solve word problems using perimeter and area where changes occur to the dimensions of a rectilinear figure</td>
<td>• Use a calculator to solve one-step problems involving conversions of standard measurement units of area, volume, time, mass in the same system</td>
</tr>
<tr>
<td>Math – 1st Grade</td>
<td>• Add and subtract within 10 with fluency</td>
<td>• Compare two-digit numbers using models</td>
<td>• Measure area of rectilinear figure by counting squares</td>
<td>• Collect data, organize in graph</td>
<td>• Use order pairs to graph given points</td>
</tr>
<tr>
<td></td>
<td>• Add and subtract within 20 by counting on, making a ten, doubles, doubles plus one, and using the relationship between addition and subtraction</td>
<td>• Count within 1000; skip-count by 5s, 10s, and 100s</td>
<td>• Partition rectangles into equal parts with equal area</td>
<td>• Classify two-dimensional shapes based on attributes</td>
<td></td>
</tr>
<tr>
<td>Math – 2nd Grade</td>
<td>• Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</td>
<td>• Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by 2’s; write an equation to express an even number as a sum of two equal addends</td>
<td>• Solve word problems using perimeter and area where changes occur to the dimensions of a rectilinear figure</td>
<td>• Solve word problems involving conversions of standard measurement units of area, volume, time, mass in the same system</td>
<td></td>
</tr>
<tr>
<td>Math – 3rd Grade</td>
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<tr>
<td>Math – 4th Grade</td>
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<tr>
<td>Math – 5th Grade</td>
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</tr>
</tbody>
</table>

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### Common Core Connectors
- 3.OA.7
- 3.OA.8
- 3.OA.11
- 3.MD.3
- 3.MD.4
- 3.G.1

### Kindergarten
- CCSS – K.CC.B.4.a
- CCSS – K.CC.B.4.b
- CCSS – K.CC.B.4.c
- CCSS – K.OA.A.3
- CCSS – K.OA.A.5

### CCSS
- CCSS – 1.OA.D.7
- CCSS – 1.OA.D.8
- CCSS – 1.OA.C.6
- CCSS – 1.OA.D.6
- CCSS – 1.NBT.A.2
- CCSS – 1.NBT.B.5
- CCSS – 1.OA.D.9
- CCSS – 1.OA.D.11
- CCSS – 3.OA.4
- CCSS – 3.OA.5
- CCSS – 3.OA.6
- CCSS – 3.OA.7
- CCSS – 3.OA.8
- CCSS – 3.OA.9
- CCSS – 3.NBT.A.2
- CCSS – 3.NBT.A.3
- CCSS – 3.NBT.A.4
- CCSS – 3.NBT.A.5
- CCSS – 3.NBT.A.6
- CCSS – 3.NF.A.1
- CCSS – 3.NF.A.2
- CCSS – 3.NF.A.3
- CCSS – 3.MD.A.1
- CCSS – 3.MD.A.2
- CCSS – 3.MD.A.3
- CCSS – 3.MD.A.4
- CCSS – 3.MD.C.5
- CCSS – 3.MD.C.6
- CCSS – 3.MD.C.7
- CCSS – 3.MD.C.8
- CCSS – 3.G.1
- CCSS – 3.G.2
- CCSS – 3.G.3
- CCSS – 3.G.4
- CCSS – 4.OA.A.3
- CCSS – 4.OA.A.4
- CCSS – 4.OA.B.4
- CCSS – 4.OA.D.3
- CCSS – 4.OA.D.4
- CCSS – 4.OA.D.5
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- CCSS – 4.MD.C.7
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- CCSS – 4.G.2
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- CCSS – 5.G.2
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- CCSS – 5.G.4

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Compiled by Audrey Norwood, M.Ed., Lukischa Lambert, M.Ed., & Karyn Christian, Ph.D.
- 45-60 minutes daily
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