

Florida Department of Education
Access Points for Students with Significant Cognitive
Disabilities – Language Arts

Grades K-12

Correlated to

BRIGANCE® Comprehensive Inventory
of Basic Skills II (CIBS II)

November 2009



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Kindergarten Access Points: Language Arts	CIBS II Assessments
Kindergarten: Reading Process	
Concepts of Print	
Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.	
Independent: - locate a printed word on a page - recognize that sentences are made of separate words - identify familiar books by their covers - hold books correctly and turn pages one at a time from front to back - name ten or more letters of the alphabet and identify whether a letter is upper or lower case Supported: - hold books correctly - turn pages one at a time in a book - locate print on a page or in the classroom environment - identify one letter in own first name Participatory: - respond to a familiar person reading a book aloud - identify picture of self	A-27 Readiness for Reading
Independent: - name ten or more letters of the alphabet and identify whether a letter is upper or lower case Supported: - identify one letter in own first name	A-8 Recites Alphabet A-9 Reads Uppercase Letters A-10 Reads Lowercase Letters
Phonological Awareness	
Standard: The student demonstrates phonological awareness	
Independent: - identify words and environmental sounds that are the same or different - identify words that rhyme - segment auditory sentences into individual words - orally blend and segment compound words with picture prompts Supported: - identify environmental sounds that are the same - imitate rhyming words and rhythm in songs and poems Participatory: - respond to rhythm in familiar songs and rhymes - respond to environmental sounds	A-30 Articulation - Initial Sounds of Words A-31 Articulation - Final Sounds of Words A-32 Auditory Discrimination–Form A A-32 Auditory Discrimination–Form B A-33 Identifies Initial Consonants in Spoken Words

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Kindergarten Access Points: Language Arts	CIBS II Assessments
Phonemic Awareness	
Standard: The student demonstrates phonemic awareness.	
Independent: - identify words and environmental sounds that are the same or different Supported: - identify environmental sounds that are the same - imitate rhyming words and rhythm in songs and poems Participatory: - respond to rhythm in familiar songs and rhymes - respond to environmental sounds.	A-30 Articulation - Initial Sounds of Words A-31 Articulation - Final Sounds of Words A-32 Auditory Discrimination–Form A A-32 Auditory Discrimination–Form B A-33 Identifies Initial Consonants in Spoken Words
Phonics/Word Analysis	
Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
Independent: - recognize that letters represent sounds	A-34 Sounds of Letters
Independent: - identify informational logos or symbols in the environment. Supported: - identify pictorial logos or symbols in the environment. Participatory: - respond to spoken words and environmental sounds used as prompts or cues	C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form A C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form B D-1 Word Recognition Grade-Placement Test–Form A D-1 Word Recognition Grade-Placement Test–Form B F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form A F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form B F-2a Comprehends Passages at the Primer Level I-1 Basic Sight Vocabulary I-2 Direction Words I-3 Number Words I-4 Warning and Safety Signs I-5 Informational Signs I-6 Warning Labels I-7 Food Labels
Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
Independent: - use new vocabulary that is introduced and taught directly - listen to and talk about stories; and - identify and describe persons, objects and	B-1 General Speech and Language Development

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Kindergarten Access Points: Language Arts	CIBS II Assessments
actions in familiar activities. Supported: - use new vocabulary that is introduced and taught directly - listen to and interact with familiar stories - identify persons and objects in familiar activities Participatory: - respond to new vocabulary that is introduced and taught directly - listen and respond to familiar stories - respond to a familiar person or object in routines	
Independent: - use new vocabulary that is introduced and taught directly - listen to and talk about stories - identify and describe persons, objects, and actions in familiar activities Supported: - use new vocabulary that is introduced and taught directly - listen to and interact with familiar stories - identify persons and objects in familiar activities Participatory: - respond to new vocabulary that is introduced and taught directly - listen and respond to familiar stories - respond to a familiar person or object in routines	A-27 Readiness for Reading
Reading Comprehension	
Standard: The student uses a variety of strategies to comprehend grade level text.	
Independent: - make predictions about a story using text features (e.g., illustrations) - determine if pictures represent real or make believe - identify characters, objects, and actions pictured in familiar read-aloud stories - identify the author’s purpose in read aloud stories by answering literal yes/no questions Supported: - identify pictures in familiar read-aloud stories - identify familiar characters or objects pictured in read-aloud stories - identify characters that relate to the author’s purpose in read-aloud stories Participatory: - respond to familiar read-aloud stories - attend to pictures or symbols used in routines	A-27 Readiness for Reading

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Kindergarten Access Points: Language Arts	CIBS II Assessments
- respond to a familiar person or object in routines	
Kindergarten: Literary Analysis	
Independent: - make predictions about a story using text features (e.g., illustrations) - determine if pictures represent real or make believe - identify characters, objects, and actions pictured in familiar read-aloud stories - identify the author’s purpose in read aloud stories by answering literal yes/no questions. Supported: - identify pictures in familiar read-aloud stories - identify familiar characters or objects pictured in read-aloud stories - identify characters that relate to the author’s purpose in read-aloud stories. Participatory: - respond to familiar read-aloud stories - attend to pictures or symbols used in routines - respond to a familiar person or object in routines	A-27 Readiness for Reading
Kindergarten: Writing Process	
Editing for Language Conventions	
Standard: The student will edit and correct the draft for standard language conventions.	
Independent: - capitalization of own first name	K-5 Capitalization–Level I K-5 Capitalization–Level II
Kindergarten: Writing Applications	
Creative	
Standard: The student develops and demonstrates creative writing.	
Independent: - create pictures with dictation that tell a story Supported: - create pictures that tell a story about familiar persons or objects	L-1 Writing to a Prompt–Personal Narrative–Grades 1 and 2 L-3 Writing to a Prompt–Fictional Narrative–Grades 1 and 2
Informative	
Standard: The student develops and demonstrates informative writing that provides information related to real-world tasks.	
Independent: - contribute to group recording of expository information (e.g., labels) by creating pictures and dictating words - contribute to group writing of functional text (e.g., thank you notes, messages, labels) by creating pictures and dictating.	L-2 Writing to a Prompt–Expository Writing–Grades 1 and 2 K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter

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Kindergarten Access Points: Language Arts	CIBS II Assessments
Supported: - contribute to group recording of expository information by creating pictures - contribute to group writing of functional text (e.g., thank-you notes and labels) by selecting pictures and dictating	
Kindergarten: Communication	
Penmanship	
Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
Independent: - copy letters and words from left to right with a visual cue - copy with spacing between words Supported: The student will make letter-like scribbles to attempt to write and express own name Participatory: The student will use body movement or nonverbal expression to communicate desires or preferences and respond to or express own name	A-11 Prints Uppercase Letters in Sequence A-12 Prints Lowercase Letters in Sequence A-13 Prints Uppercase Letters Dictated A-14 Prints Lowercase Letters Dictated K-3 Quality of Writing – Manuscript and Cursive
Independent: - copy own first name Supported: The student will make letter-like scribbles to attempt to write and express own name	A-15 Prints Personal Data
Listening and Speaking	
Standard: The student effectively applies listening and speaking strategies.	
Independent: - listen for informative purposes (e.g., following prompts, directions) - listen to familiar read-alouds and answer literal yes/no questions about persons, objects, and actions in pictures Supported: - listen for informative purposes (e.g., following oral prompts while performing tasks) Participatory: - listen for informative purposes (e.g., following prompts, cues)	C-2 Follows Oral Directions
Independent: - listen for informative purposes (e.g., following prompts, directions); - listen to familiar read-alouds and answer literal yes/no questions about persons, objects, and actions in pictures - repeat auditory sequences (e.g., words, rhythmic patterns) - recite short poems, rhymes, and songs - communicate effectively when relating experiences - respond to familiar greetings and questions in complete sentences	A-27 Readiness for Reading

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Kindergarten Access Points: Language Arts	CIBS II Assessments
<p>Supported: - listen for informative purposes (e.g., following oral prompts while performing tasks) - listen to familiar read-aloud stories and poems and identify objects or persons - repeat rhythmic patterns - repeat rhymes and songs - communicate effectively when relating familiar experiences - respond to familiar greetings and questions with words and phrases</p> <p>Participatory: - listen for informative purposes (e.g., following prompts, cues) - respond to familiar read-aloud stories or poems - communicate needs; and - respond to own name and familiar greetings</p>	
<p>Independent: - repeat auditory sequences (e.g., words, rhythmic patterns)</p> <p>Supported: - repeat rhythmic patterns</p> <p>Participatory: - listen for informative purposes (e.g., following prompts, cues) - respond to familiar read-aloud stories or poems - communicate needs; and - respond to own name and familiar greetings</p>	C-1 Sentence Memory
<p>Independent: - recite short poems, rhymes, and songs</p> <p>Supported: - repeat rhymes and songs</p> <p>Participatory: - respond to familiar read-aloud stories or poems</p>	E-1a&b Reads Orally at the Preprimer or Primer Level
<p>Independent: - listen for informative purposes (e.g., following prompts, directions); - listen to familiar read-alouds and answer literal yes/no questions about persons, objects, and actions in pictures - communicate effectively when relating experiences - respond to familiar greetings and questions in complete sentences</p> <p>Supported: - listen for informative purposes (e.g., following oral prompts while performing tasks) - communicate effectively when relating familiar experiences - respond to familiar greetings and questions with words and phrases</p> <p>Participatory:</p>	B-1 General Speech and Language Development

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<ul style="list-style-type: none"> - listen for informative purposes (e.g., following prompts, cues) - respond to familiar read-aloud stories or poems - communicate needs - respond to own name and familiar greetings 	
Kindergarten: Information and Media Literacy	
Informational Text	
Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
Independent: The student will identify information in pictures and symbols Supported: The student will identify information in familiar pictures or objects. Participatory: The student will respond to familiar persons or objects	I-4 Warning and Safety Signs I-5 Informational Signs I-6 Warning Labels I-7 Food Labels
Research Process	
Standard: The student uses a systematic process for the collection, processing, and presentation of information.	
Independent: The student will identify information in pictures and symbols Supported: The student will identify information in familiar pictures or objects Participatory: The student will respond to familiar persons or objects	B-1 General Speech and Language Development

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Grade 1 Access Points: Language Arts	CIBS II Assessments
Grade 1: Reading Process	
Concepts of Print	
Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.	
Independent: - locate the title of a book Supported: - identify familiar books by their covers - turn pages front to back Participatory: - recognize if a book is upside down or backwards - respond to the book cover or illustrations in a familiar story	A-27 Readiness for Reading
Phonemic Awareness	
Standard: The student demonstrates phonemic awareness.	
Independent: - identify, blend, and segment syllables and onset-rime in words - identify and blend phonemes in selected VC and CVC words. Supported: - segment auditory sentences into individual words	A-30 Articulation - Initial Sounds of Words A-31 Articulation - Final Sounds of Words A-32 Auditory Discrimination–Form A A-32 Auditory Discrimination–Form B A-33 Identifies Initial Consonants in Spoken Words A-34 Sounds of Letters H-2 Substitutes Initial Consonant Sounds H-3 Substitutes Short-Vowel Sounds H-4 Substitutes Long-Vowel Sounds H-5 Substitutes Final-Consonant Sounds H-6 Substitutes Initial-Blend and Initial-Digraph Sounds H-7 Reads Words with Common Endings H-8 Reads Words with Vowel Digraphs and Diphthongs H-9 Reads Words with Phonetic Irregularities
Phonics/Word Analysis	
Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
Independent: - produce the most common sounds associated with ten or more letters	A-34 Sounds of Letters
Independent: - blend sounds to decode VC and CVC words	A-34 Sounds of Letters H-6 Substitutes Initial-Blend and Initial-Digraph Sounds H-8 Reads Words with Vowel Digraphs and Diphthongs
Independent:	D-1 Word Recognition Grade-Placement Test–Form A

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Grade 1 Access Points: Language Arts	CIBS II Assessments
<ul style="list-style-type: none"> - identify informational logos and symbols with words in the environment - identify own first name in print 	D-1 Word Recognition Grade-Placement Test–Form B I-1 Basic Sight Vocabulary I-2 Direction Words I-3 Number Words I-4 Warning and Safety Signs I-5 Informational Signs I-6 Warning Labels I-7 Food Labels
Fluency	
Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
Independent: <ul style="list-style-type: none"> - name ten or more letters and produce their sounds 	A-34 Sounds of Letters
Independent: <ul style="list-style-type: none"> - read two or more words 	I-1 Basic Sight Vocabulary I-2 Direction Words I-3 Number Words I-4 Warning and Safety Signs I-5 Informational Signs I-6 Warning Labels I-7 Food Labels
Vocabulary Development	
Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
Independent: <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly Supported: <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly Participatory: <ul style="list-style-type: none"> - respond to new vocabulary that is introduced and taught directly 	B-1 General Speech and Language Development
Independent: <ul style="list-style-type: none"> - listen to and talk about stories Supported: <ul style="list-style-type: none"> - listen to and interact with stories Participatory: <ul style="list-style-type: none"> - listen and respond to familiar stories 	A-27 Readiness for Reading
Reading Comprehension	
Standard: The student uses a variety of strategies to comprehend grade level text.	

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Grade 1 Access Points: Language Arts	CIBS II Assessments
Independent: - identify details in pictures and read-aloud text Supported: - identify details in familiar pictures and read-aloud text	F-2b Comprehends Passages at the Lower First-Grade Level F-2c Comprehends Passages at the Upper First-Grade Level G-1a Comprehends Passages at the First-Grade Level–Form A G-1a Comprehends Passages at the First-Grade Level–Form B
Independent: - identify characters, objects, actions, events, and settings in familiar read-aloud stories and pictures Supported: - identify familiar characters, objects, or settings pictured in read-aloud stories Participatory: - respond to characters or objects and sound effects in read-aloud stories	A-27 Readiness for Reading
Nonfiction	
Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
Independent: - identify details in read-aloud informational text using text features (e.g., illustrations, signs) Supported: - identify details in familiar pictures and read-aloud informational text Participatory: - attend to read-aloud non-fiction materials, based on teacher recommendations, to begin building a core base of knowledge	F-2b Comprehends Passages at the Lower First-Grade Level F-2c Comprehends Passages at the Upper First-Grade Level G-1a Comprehends Passages at the First-Grade Level–Form A G-1a Comprehends Passages at the First-Grade Level–Form B
Independent: - select and listen to a variety of stories and poems, based on teacher recommendations, to begin building a core base of knowledge Supported: - select and listen to a variety of stories and poems, based on teacher recommendations, to begin building a core base of knowledge Participatory: - select read-aloud stories, songs, and poems, based on teacher recommendations, to begin building a core base of knowledge	A-27 Readiness for Reading
Grade 1: Writing Process	

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Grade 1 Access Points: Language Arts	CIBS II Assessments
Drafting	
Standard: The student will write a draft appropriate to the topic, audience, and purpose	
Editing for Language	
Conventions	
Standard: The student will edit and correct the draft for standard language conventions.	
Independent: - sequencing of letters in words Supported: - copy some letters in dictated labels	J-1 Spelling Grade-Placement Test–Form A J-1 Spelling Grade-Placement Test–Form B J-2 Spells Initial Consonants in Spoken Words J-3 Spells Initial-Blends and Digraphs of Spoken Words J-4 Spells Suffixes J-5 Uses Suffixes in Writing–Form A J-5 Uses Suffixes in Writing–Form B J-6 Spells Prefixes J-7 Spells Number Words
Independent: - capital letter to begin own first name	K-5 Capitalization–Level I K-5 Capitalization–Level II
Grade 1: Writing Applications	
Creative	
Standard: The student develops and demonstrates creative writing.	
Independent: - produce a narrative by creating a picture that tells a story and dictating words and phrases Supported: - produce a narrative by creating a picture that tells a story about familiar persons or objects with dictated labels Participatory: - communicate recognition of familiar persons or objects	L-1 Writing to a Prompt–Personal Narrative–Grades 1 and 2 L-3 Writing to a Prompt–Fictional Narrative–Grades 1 and 2
Independent: - recite poetry, rhymes, songs, and chants with expression Supported: - recite familiar rhymes, songs, or chants Participatory: - respond to rhythm and rhyme in familiar poems, rhymes, or songs	B-1 General Speech and Language Development
Informative	
Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	

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Grade 1 Access Points: Language Arts	CIBS II Assessments
Independent: - produce functional text (e.g., one-step picture instructions with dictated words, phrases) Supported: - contribute to group writing of functional text (e.g., pictures of one-step instructions in routines) Participatory: - respond to informational materials	L-2 Writing to a Prompt–Expository Writing–Grades 1 and 2
Independent: - contribute to group writing of thank-you notes and messages using picture stories with dictated words and phrases Supported: - contribute to group writing of friendly messages and thank-you notes. Participatory: - express wants and needs	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter
Grade 1: Communication	
Penmanship	
Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
Independent: - write first name and copy letters and words from left to right with a visual cue Supported: - write lines and circles and some letters	A-11 Prints Uppercase Letters in Sequence A-12 Prints Lowercase Letters in Sequence A-13 Prints Uppercase Letters Dictated A-14 Prints Lowercase Letters Dictated A-15 Prints Personal Data
Independent: - use appropriate spacing between letters and words	K-3 Quality of Writing – Manuscript and Cursive
Listening and Speaking	
Standard: The student effectively applies listening and speaking strategies.	
Independent: - listen for informative purposes (e.g., following one-step directions and following classroom rules) Supported: - listen for informative purposes (e.g., following one-step directions) Participatory: - listen for informative purposes (e.g., following prompts, cues)	C-2 Follows Oral Directions
Independent: - answer literal questions about information heard	C-4a Listens and Comprehends at the Lower First-Grade Level

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Grade 1 Access Points: Language Arts	CIBS II Assessments
Supported: - answer literal yes/no questions about information heard	C-4b Listens and Comprehends at the Upper First-Grade Level
Independent: - listen attentively to read-aloud stories and poems Supported: - listen attentively to read-aloud stories and poems Participatory: - listen for informative purposes (e.g., following prompts, cues) - listen to read-aloud stories	A-27 Readiness for Reading
Independent: - communicate effectively about personal experiences and stories Supported: - communicate effectively about familiar experiences and stories Participatory: - respond to oral language greetings and prompts from familiar persons in routines	B-1 General Speech and Language Development
Independent: - use basic conversation strategies (e.g., facing the speaker and not talking while others are speaking) Supported: - use basic conversation strategies (e.g., facing the speaker and not talking while others are speaking) Participatory: - attend to communication from familiar persons (e.g., turn toward speaker, look at speaker, change facial expression)	B-1 General Speech and Language Development

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Grade 2 Access Points: Language Arts	CIBS II Assessments
Reading Process	
Phonics/Word Analysis	
Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
Independent: - decode phonetically regular CVC words	D-1 Word Recognition Grade-Placement Test–Form A D-1 Word Recognition Grade-Placement Test–Form B E-1e&f Reads Orally at the Lower Second-Grade or Upper-Second Grade Level F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form A F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form B F-2d Comprehends Passages at the Lower Second-Grade Level–Form A F-2d Comprehends Passages at the Lower Second-Grade Level–Form B F-2e Comprehends Passages at the Upper Second-Grade Level–Form A F-2e Comprehends Passages at the Upper Second-Grade Level–Form B G-1b Comprehends Passages at the Second-Grade Level–Form A G-1b Comprehends Passages at the Second-Grade Level–Form B I-1 Basic Sight Vocabulary I-2 Direction Words I-3 Number Words I-4 Warning and Safety Signs I-5 Informational Signs I-6 Warning Labels I-7 Food Labels
Independent: - recognize high frequency sight words Supported: - orally blend and segment compound words with picture prompts - orally identify and blend syllables and onset-rime in familiar words	D-1 Word Recognition Grade-Placement Test–Form A D-1 Word Recognition Grade-Placement Test–Form B E-1e&f Reads Orally at the Lower Second-Grade or Upper-Second Grade Level F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form A

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Grade 2 Access Points: Language Arts	CIBS II Assessments
	F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form B F-2d Comprehends Passages at the Lower Second-Grade Level–Form A F-2d Comprehends Passages at the Lower Second-Grade Level–Form B F-2e Comprehends Passages at the Upper Second-Grade Level–Form A F-2e Comprehends Passages at the Upper Second-Grade Level–Form B G-1b Comprehends Passages at the Second-Grade Level–Form A G-1b Comprehends Passages at the Second-Grade Level–Form B I-1 Basic Sight Vocabulary I-2 Direction Words I-3 Number Words I-4 Warning and Safety Signs I-5 Informational Signs I-6 Warning Labels I-7 Food Labels
Fluency	
Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
Independent: - read high frequency sight words and phonetically regular words	D-1 Word Recognition Grade-Placement Test–Form A D-1 Word Recognition Grade-Placement Test–Form B E-1e&f Reads Orally at the Lower Second-Grade or Upper-Second Grade Level F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form A F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form B F-2d Comprehends Passages at the Lower Second-Grade Level–Form A F-2d Comprehends Passages at the Lower Second-Grade Level–Form B F-2e Comprehends Passages at the Upper Second-Grade

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Grade 2 Access Points: Language Arts	CIBS II Assessments
	Level–Form A F-2e Comprehends Passages at the Upper Second-Grade Level–Form B G-1b Comprehends Passages at the Second-Grade Level–Form A G-1b Comprehends Passages at the Second-Grade Level–Form B I-1 Basic Sight Vocabulary I-2 Direction Words I-3 Number Words I-4 Warning and Safety Signs I-5 Informational Signs I-6 Warning Labels I-7 Food Labels
Vocabulary Development	
Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
Independent: - use new vocabulary that is introduced and taught directly Supported: - use new vocabulary that is introduced and taught directly Participatory: - respond to new vocabulary that is introduced and taught directly	B-1 General Speech and Language Development
Independent: - listen to, read, and talk about stories and informational text Supported: - listen to and talk about stories and informational text Participatory: - listen and respond to stories and informational text	C-4c Listens and Comprehends at the Lower Second-Grade Level C-4d Listens and Comprehends at the Upper Second-Grade Level
Independent: - identify the meaning of words and phrases in text using context and picture clues	C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form A C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form B F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form A F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form B

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Grade 2 Access Points: Language Arts	CIBS II Assessments
	F-2d Comprehends Passages at the Lower Second-Grade Level–Form A F-2d Comprehends Passages at the Lower Second-Grade Level–Form B F-2e Comprehends Passages at the Upper Second-Grade Level–Form A F-2e Comprehends Passages at the Upper Second-Grade Level–Form B G-1b Comprehends Passages at the Second-Grade Level–Form A G-1b Comprehends Passages at the Second-Grade Level–Form B
Reading Comprehension	
Standard: The student uses a variety of strategies to comprehend grade level text.	
Independent: - identify important details (e.g., who, what, where, or when) that relate to the author’s purpose in read-aloud stories - identify details in text, including but not limited to who, what, where, and when - arrange pictures of events in sequence Supported: - identify details (e.g., who or what) that relate to the author’s purpose in read-aloud stories - identify details, including but not limited to who and what in familiar read-aloud stories	F-2d Comprehends Passages at the Lower Second-Grade Level–Form A F-2d Comprehends Passages at the Lower Second-Grade Level–Form B F-2e Comprehends Passages at the Upper Second-Grade Level–Form A F-2e Comprehends Passages at the Upper Second-Grade Level–Form B G-1b Comprehends Passages at the Second-Grade Level–Form A G-1b Comprehends Passages at the Second-Grade Level–Form B
Grade 2: Writing Process	
Editing for Language Conventions	
Standard: The student will edit and correct the draft for standard language conventions	
Independent: - knowledge of letter/sound relationships to spell words with familiar sounds	J-1 Spelling Grade-Placement Test–Form A J-1 Spelling Grade-Placement Test–Form B J-2 Spells Initial Consonants in Spoken Words J-3 Spells Initial-Blends and Digraphs of Spoken Words J-4 Spells Suffixes J-5 Uses Suffixes in Writing–Form A J-5 Uses Suffixes in Writing–Form B

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Grade 2 Access Points: Language Arts	CIBS II Assessments
	J-6 Spells Prefixes J-7 Spells Number Words
Independent: - capital letter to begin own first and last name and the pronoun “I” Supported: - capital letter to begin own first name	K-5 Capitalization–Level I K-5 Capitalization–Level II
Publishing	
Standard: The student will write a final product for the intended audience.	
Independent: The student will produce finished pieces of writing with pictures for sharing with others Supported: The student will produce finished pictures with stories or descriptions for sharing with others Participatory: The student will effectively communicate wants and needs to a familiar person with prompting using referent objects, gestures/signs, pictures, symbols, or words	L-1 Writing to a Prompt–Personal Narrative–Grades 1 and 2 L-2 Writing to a Prompt–Expository Writing–Grades 1 and 2 L-3 Writing to a Prompt–Fictional Narrative–Grades 1 and 2 L-4 Writing to a Prompt–Descriptive Writing–Grades 1 and 2
Grade 2: Writing Applications	
Creative	
Standard: The student develops and demonstrates creative writing.	
Independent: - produce a narrative that includes a main character by creating a picture story with dictated sentences - complete lines in poetry following patterns for rhythm and rhyme Supported: - produce a narrative that includes a main character by creating a picture story with dictated sentences	L-1 Writing to a Prompt–Personal Narrative–Grades 1 and 2 L-3 Writing to a Prompt–Fictional Narrative–Grades 1 and 2
Informative Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
Independent: - produce expository texts (e.g., labels, lists, journals) by creating pictures with dictated information Supported: - produce functional text (e.g., one-step directions or instructions for daily activities) by creating pictures and dictating words and phrases Participatory: - communicate information about familiar persons, objects, or actions using non-	L-2 Writing to a Prompt–Expository Writing–Grades 1 and 2

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Grade 2 Access Points: Language Arts	CIBS II Assessments
verbal expression, gestures/signs, pictures, symbols, or words	
Independent: - create thank-you notes and friendly messages using picture stories with dictated sentences Supported: - contribute to group writing of messages and thank-you notes	K-8 Writes Personal Letter
Grade 2: Communication	
Penmanship	
Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
Independent: - write upper case and lower case letters and write from left to right and top to bottom Supported: - copy letters and words	K-3 Quality of Writing – Manuscript and Cursive
Listening and Speaking	
Standard: The student effectively applies listening and speaking strategies.	
Independent: - identify specific details and information presented (e.g., sequence of daily events, directions, and rules) and ask questions for clarification Supported: - identify details and information presented (e.g., directions for tasks) and ask for assistance when needed	C-1 Sentence Memory C-2 Follows Oral Directions C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form A C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form B C-4 Listening Comprehension Grade-Placement Test C-4c Listens and Comprehends at the Lower Second-Grade Level C-4d Listens and Comprehends at the Upper Second-Grade Level
Independent: - use language appropriate for different occasions and topics Supported: - use language appropriate for familiar occasions and topics Participatory: - begin to use language and nonverbal expression for specific purposes (e.g., greetings and expressing needs)	B-1 General Speech and Language Development B-3 Speech Observations Checklist
Independent: - listen politely to oral presentations by classmates	C-5 Listening Observations Checklist

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Grade 2 Access Points: Language Arts	CIBS II Assessments
Supported: - listen attentively to oral presentations (e.g., songs, stories, or messages) Participatory: - respond purposefully to language used in daily group activities	

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Grade 3 Access Points: Language Arts	CIBS II Assessments
Grade 3: Reading Process	
Phonics/Word Analysis	
Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
Independent: - recognize high frequency sight words and contractions Supported: - recognize high frequency sight words	C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form A C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form B C-4e Listens and Comprehends at the Lower Third-Grade Level C-4f Listens and Comprehends at the Upper Third-Grade Level D-1 Word Recognition Grade-Placement Test–Form A D-1 Word Recognition Grade-Placement Test–Form B E-1g&h Reads Orally at the Lower Third-Grade or Upper-Third Grade Level F-2f Comprehends Passages at the Lower Third-Grade Level–Form A F-2f Comprehends Passages at the Lower Third-Grade Level–Form B F-2g Comprehends Passages at the Upper Third-Grade Level–Form A F-2g Comprehends Passages at the Upper Third-Grade Level–Form B G-1c Comprehends Passages at the Third-Grade Level–Form A G-1c Comprehends Passages at the Third-Grade Level–Form B
Fluency	
Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
Independent: - read text with high frequency sight words and phonetically regular words with accuracy Supported: - read phonetically regular one-syllable words (CVC and VC) LA.3.1.5.1 - apply letter-sound knowledge to decode unknown words quickly and accurately in context;	D-1 Word Recognition Grade-Placement Test–Form A D-1 Word Recognition Grade-Placement Test–Form B E-1g&h Reads Orally at the Lower Third-Grade or Upper-Third Grade Level F-2f Comprehends Passages at the Lower Third-Grade Level–Form A F-2f Comprehends Passages at the Lower Third-Grade

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Grade 3 Access Points: Language Arts	CIBS II Assessments
	Level–Form B F-2g Comprehends Passages at the Upper Third-Grade Level–Form A F-2g Comprehends Passages at the Upper Third-Grade Level–Form B G-1c Comprehends Passages at the Third-Grade Level–Form A G-1c Comprehends Passages at the Third-Grade Level–Form B
Vocabulary Development	
Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
Independent: - use new vocabulary that is introduced and taught directly Supported: - use new vocabulary that is introduced and taught directly Participatory: - respond to new vocabulary that is introduced and taught directly	B-1 General Speech and Language Development
Independent: - listen to, read, and discuss stories and informational text Supported: - listen to and talk about stories and informational text Participatory: - listen and respond to stories and informational text	C-4e Listens and Comprehends at the Lower Third-Grade Level C-4f Listens and Comprehends at the Upper Third-Grade Level E-1g&h Reads Orally at the Lower Third-Grade or Upper-Third Grade Level F-2f Comprehends Passages at the Lower Third-Grade Level–Form A F-2f Comprehends Passages at the Lower Third-Grade Level–Form B F-2g Comprehends Passages at the Upper Third-Grade Level–Form A F-2g Comprehends Passages at the Upper Third-Grade Level–Form B G-1c Comprehends Passages at the Third-Grade Level–Form A G-1c Comprehends Passages at the Third-Grade Level–Form B
Independent:	C-3 Listening Vocabulary Comprehension Grade-

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Grade 3 Access Points: Language Arts	CIBS II Assessments
<ul style="list-style-type: none"> - use context clues and illustrations Supported: <ul style="list-style-type: none"> - relate new vocabulary to prior knowledge 	Placement Test–Form A C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form B C-4e Listens and Comprehends at the Lower Third-Grade Level C-4f Listens and Comprehends at the Upper Third-Grade Level E-1g&h Reads Orally at the Lower Third-Grade or Upper-Third Grade Level F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form A F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form B F-2f Comprehends Passages at the Lower Third-Grade Level–Form A F-2f Comprehends Passages at the Lower Third-Grade Level–Form B F-2g Comprehends Passages at the Upper Third-Grade Level–Form A F-2g Comprehends Passages at the Upper Third-Grade Level–Form B G-1c Comprehends Passages at the Third-Grade Level–Form A G-1c Comprehends Passages at the Third-Grade Level–Form B
Reading Comprehension	
Standard: The student uses a variety of strategies to comprehend grade level text.	
Independent: <ul style="list-style-type: none"> - identify explicit information in text, including but not limited to main idea, supporting details (e.g., who, what, where, and when), and sequence of events Supported: <ul style="list-style-type: none"> - identify details, including but not limited to who, what, and where, in read-aloud stories and informational text Participatory: <ul style="list-style-type: none"> - respond to pictures of characters, objects, or actions in familiar read-aloud stories and informational text used in daily activities 	F-2f Comprehends Passages at the Lower Third-Grade Level–Form A F-2f Comprehends Passages at the Lower Third-Grade Level–Form B F-2g Comprehends Passages at the Upper Third-Grade Level–Form A F-2g Comprehends Passages at the Upper Third-Grade Level–Form B G-1c Comprehends Passages at the Third-Grade Level–

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Grade 3 Access Points: Language Arts	CIBS II Assessments
	Form A G-1c Comprehends Passages at the Third-Grade Level– Form B
Grade 3: Literary Analysis	
Nonfiction	
Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
Independent: - identify text features (e.g., title, headings, illustrations) Supported: - identify text features (e.g., illustrations, title)	R-9 Constructs a Frequency Table R-10 Constructs a Venn Diagram R-11 Constructs a Stem-and-Leaf Plot R-12 Constructs a Circle Graph R-13 Constructs a Pictograph R-14 Constructs a Bar Graph R-15 Constructs a Double-Bar Graph R-16 Constructs a Line Plot R-17 Constructs a Line Graph R-18 Analyzes Data in a Frequency Table R-19 Analyzes Data in a Venn Diagram R-20 Analyzes Data in a Stem-and-Leaf Plot R-21 Analyzes Data in a Circle Graph R-22 Analyzes Data in a Pictograph R-23 Analyzes Data in a Bar Graph R-24 Analyzes Data in a Double-Bar Graph R-25 Analyzes Data in a Line Plot R-26 Analyzes Data in a Line Graph
Grade 3: Writing Process	
Editing for Language Conventions	
Standard: The student will edit and correct the draft for standard language conventions.	
Independent: - common spelling patterns for phonetically regular CVC words - spelling of high frequency words using a word bank or other resource as necessary	J-1 Spelling Grade-Placement Test–Form A J-1 Spelling Grade-Placement Test–Form B J-2 Spells Initial Consonants in Spoken Words J-3 Spells Initial-Blends and Digraphs of Spoken Words J-4 Spells Suffixes J-5 Uses Suffixes in Writing–Form A J-5 Uses Suffixes in Writing–Form B J-6 Spells Prefixes

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Grade 3 Access Points: Language Arts	CIBS II Assessments
Independent: - capital letter to begin familiar names and the pronoun “I” Supported: - capital letter to begin own first and last name	J-7 Spells Number Words K-5 Capitalization–Level I K-5 Capitalization–Level II
Publishing	
Standard: The student will write a final product for the intended audience.	
Independent: - produce finished products that are clear, legible, and appropriate for the purpose Supported: The student will produce finished pictures with legible and understandable stories or descriptions for sharing with others Participatory: The student will effectively communicate information, wants, and needs using referent objects, gestures/signs, pictures, symbols, or words	L-5 Writing to a Prompt–Personal Narrative–Grades 3-5 L-6 Writing to a Prompt–Expository Writing–Grades 3-5 L-7 Writing to a Prompt–Fictional Narrative–Grades 3-5 L-8 Writing to a Prompt–Descriptive Writing–Grades 3-5
Grade 3: Writing Applications	
Creative	
Standard: The student develops and demonstrates creative writing.	
Independent: - write a narrative that includes a main idea and characters Supported: - produce a narrative by creating a picture that tells a story about familiar persons, objects, or actions with dictated words and phrases Participatory: - communicate information that tells about familiar persons, objects, and actions and	L-5 Writing to a Prompt–Personal Narrative–Grades 3-5 L-7 Writing to a Prompt–Fictional Narrative–Grades 3-5
Informative	
Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
Independent: - create expository text with pictures and sentences that contain relevant information about a topic Supported: - produce functional text (e.g., one-step directions or instructions for daily activities) by creating pictures and dictating words, phrases and sentences	L-6 Writing to a Prompt–Expository Writing–Grades 3-5
Independent: - produce functional text (e.g., two-step directions and rules) by creating instructions	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material

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Grade 3 Access Points: Language Arts	CIBS II Assessments
with pictures and sentences write thank-you notes and simple messages Supported: - compose informal invitations, messages, and thank-you notes by copying from a model	K-10 Writes Customer-Complaint Letter
Grade 3: Communication	
Penmanship	
Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
Independent: - write words using upper case and lower case letters, proper spacing, and sequencing Supported: - write first name Participatory: - use pictures, symbols, gestures/signs, or words to communicate meaning	K-1 Writes Cursive Lowercase Letters in Sequence K-2 Writes Cursive Uppercase Letters in Sequence K-3 Quality of Writing – Manuscript and Cursive K-4 Writes Personal Data
Listening and Speaking	
Standard: The student effectively applies listening and speaking strategies.	
Independent: - identify details from a variety of oral presentations (e.g., stories, poems, skits, songs, information) - identify main ideas and details in print media (e.g., pictures, symbols, text) Supported: - attend to oral presentations (e.g., stories, songs, verbal messages)	B-1 General Speech and Language Development
Independent: - present information orally using appropriate voice, eye contact, and body movements for the occasion Supported: - use words, phrases, and simple sentences for oral expression in classroom activities using appropriate voice Participatory: - attend to oral presentations (e.g., stories, songs, verbal messages)	B-1 General Speech and Language Development B-3 Speech Observations Checklist

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Grade 4 Access Points: Language Arts	CIBS II Assessments
Grade 4: Reading Process	
Phonics/Word Analysis	
Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
Independent: - recognize high frequency sight words Supported: - recognize high frequency sight words	E-1i&j Reads Orally at the Lower Fourth-Grade or Upper-Fourth Grade Level F-2h Comprehends Passages at the Fourth-Grade Level–Form A F-2h Comprehends Passages at the Fourth-Grade Level–Form B G-1d Comprehends Passages at the Fourth-Grade Level–Form A G-1d Comprehends Passages at the Fourth-Grade Level–Form B
Fluency	
Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
Independent: - read text with high frequency sight words and phonetically regular words with accuracy Supported: - read text with high frequency sight words and phonetically regular one-syllable words with accuracy - respond accurately and consistently to pictures or symbols of persons and objects in familiar stories and daily activities	E-1i&j Reads Orally at the Lower Fourth-Grade or Upper-Fourth Grade Level F-2h Comprehends Passages at the Fourth-Grade Level–Form A F-2h Comprehends Passages at the Fourth-Grade Level–Form B G-1d Comprehends Passages at the Fourth-Grade Level–Form A G-1d Comprehends Passages at the Fourth-Grade Level–Form B
Vocabulary Development	
Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
Independent: - use new vocabulary that is introduced and taught directly Supported: - use new vocabulary that is introduced and taught directly Participatory: - respond to new vocabulary that is introduced and taught directly	B-1 General Speech and Language Development
Independent: - listen to, read, and discuss stories and informational text Supported:	E-1i&j Reads Orally at the Lower Fourth-Grade or Upper-Fourth Grade Level F-2h Comprehends Passages at the Fourth-Grade Level–

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Grade 4 Access Points: Language Arts	CIBS II Assessments
<ul style="list-style-type: none"> - listen to, read, and talk about stories and informational text Participatory: <ul style="list-style-type: none"> - listen and respond to stories and informational text 	Form A F-2h Comprehends Passages at the Fourth-Grade Level– Form B G-1d Comprehends Passages at the Fourth-Grade Level– Form A G-1d Comprehends Passages at the Fourth-Grade Level– Form B
Independent: <ul style="list-style-type: none"> - use context clues and illustrations Supported: <ul style="list-style-type: none"> - determine the correct meaning of a word with multiple meanings in context 	C-3 Listening Vocabulary Comprehension Grade- Placement Test–Form A C-3 Listening Vocabulary Comprehension Grade- Placement Test–Form B C-4g Listens and Comprehends at the Fourth-Grade Level E-1i&j Reads Orally at the Lower Fourth-Grade or Upper- Fourth Grade Level F-1 Reading Vocabulary Comprehension Grade- Placement Test– Form A F-1 Reading Vocabulary Comprehension Grade- Placement Test– Form B F-2h Comprehends Passages at the Fourth-Grade Level– Form A F-2h Comprehends Passages at the Fourth-Grade Level– Form B G-1d Comprehends Passages at the Fourth-Grade Level– Form A G-1d Comprehends Passages at the Fourth-Grade Level– Form B
Reading Comprehension	
Standard: The student uses a variety of strategies to comprehend grade level text.	
Independent: <ul style="list-style-type: none"> - identify explicit information in text, including but not limited to main idea, supporting details (e.g., who, what, where, when, how), and sequence of events Supported: <ul style="list-style-type: none"> - determine main idea and supporting details, including but not limited to who, what, where, and when in read-aloud stories and informational text Participatory: <ul style="list-style-type: none"> - respond accurately and consistently to pictures of characters or objects in familiar 	F-2h Comprehends Passages at the Fourth-Grade Level– Form A F-2h Comprehends Passages at the Fourth-Grade Level– Form B G-1d Comprehends Passages at the Fourth-Grade Level– Form A G-1d Comprehends Passages at the Fourth-Grade Level– Form B

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Grade 4 Access Points: Language Arts	CIBS II Assessments
read-aloud stories and informational text used in daily activities	
Nonfiction	
Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
Independent: - obtain information from text features (e.g., illustrations, title, headings, captions) Supported: - obtain information from text features (e.g., illustrations, title)	R-18 Analyzes Data in a Frequency Table R-19 Analyzes Data in a Venn Diagram R-20 Analyzes Data in a Stem-and-Leaf Plot R-21 Analyzes Data in a Circle Graph R-22 Analyzes Data in a Pictograph R-23 Analyzes Data in a Bar Graph R-24 Analyzes Data in a Double-Bar Graph R-25 Analyzes Data in a Line Plot R-26 Analyzes Data in a Line Graph
Independent: - use explicit information from read-aloud non-fiction text to answer questions related to explicitly stated main idea and supporting details (e.g., who, what, where, when) Supported: - respond to differences in referent objects, pictures, or symbols paired with words used in daily activities	F-2h Comprehends Passages at the Fourth-Grade Level–Form A F-2h Comprehends Passages at the Fourth-Grade Level–Form B G-1d Comprehends Passages at the Fourth-Grade Level–Form A G-1d Comprehends Passages at the Fourth-Grade Level–Form B
Drafting	
Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
Independent: - organizing the ideas according to the purpose of the writing Supported: - communicating ideas according to the purpose	L-5 Writing to a Prompt–Personal Narrative–Grades 3-5 L-6 Writing to a Prompt–Expository Writing–Grades 3-5 L-7 Writing to a Prompt–Fictional Narrative–Grades 3-5 L-8 Writing to a Prompt–Descriptive Writing–Grades 3-5
Editing for Language Conventions	
Standard: The student will edit and correct the draft for standard language conventions.	
Independent: - spelling of phonetically regular and high frequency words using a word bank or other resource as necessary Supported: - a model to check spelling of words	J-1 Spelling Grade-Placement Test–Form A J-1 Spelling Grade-Placement Test–Form B J-2 Spells Initial Consonants in Spoken Words J-3 Spells Initial-Blends and Digraphs of Spoken Words J-4 Spells Suffixes J-5 Uses Suffixes in Writing–Form A J-5 Uses Suffixes in Writing–Form B

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Grade 4 Access Points: Language Arts	CIBS II Assessments
	J-6 Spells Prefixes J-7 Spells Number Words
Independent: - capital letter to begin proper names and the pronoun “I” Supported: - capital letters to begin own first and last name and initial word in sentences	K-5 Capitalization–Level I K-5 Capitalization–Level II
Independent: - end punctuation (period)	K-6 Punctuation–Level I K-6 Punctuation–Level II
Grade 4: Writing Applications	
Creative	
Standard: The student develops and demonstrates creative writing.	
Independent: - write a narrative that includes a main idea, characters, and sequence of events Supported: - produce a narrative by creating a picture that tells a story about familiar persons, objects, or events with dictated phrases or sentences	L-5 Writing to a Prompt–Personal Narrative–Grades 3-5 L-7 Writing to a Prompt–Fictional Narrative–Grades 3-5
Informative	
Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
Independent: - write expository text that contains relevant information - write in an expository form (e.g., daily journal or log) - write functional text (e.g., two-step instructions and directions, labels, recipes) Supported: - produce functional text (e.g., one-step directions, instructions for daily activities) by creating pictures and dictating sentences	L-6 Writing to a Prompt–Expository Writing–Grades 3-5
Independent: - compose a friendly letter, invitation, and thank-you note Supported: - compose informal invitations, messages, and thank-you notes, using a model	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter
Grade 4: Communication	
Penmanship	
Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
Independent: - write words and sentences with proper spacing and sequencing Supported:	K-3 Quality of Writing – Manuscript and Cursive

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Grade 4 Access Points: Language Arts	CIBS II Assessments
<ul style="list-style-type: none"> - write words using upper case and lower case letters, proper spacing, and sequencing Participatory: <ul style="list-style-type: none"> - use pictures, symbols, or words to communicate meaning 	
Listening and Speaking	
Standard: The student effectively applies listening and speaking strategies.	
Independent: <ul style="list-style-type: none"> - listen to information presented orally and identify key points Supported: <ul style="list-style-type: none"> - listen to information presented orally and answer who, what, where, and when questions about key points Participatory: <ul style="list-style-type: none"> - listen and respond to information presented orally 	C-5 Listening Observations Checklist
Independent: <ul style="list-style-type: none"> - listen attentively to familiar speakers and note key points Supported: <ul style="list-style-type: none"> - listen attentively to familiar speakers and comment about information presented Participatory: <ul style="list-style-type: none"> - listen and respond purposefully to familiar persons accuracy of information; 	C-5 Listening Observations Checklist
Independent: <ul style="list-style-type: none"> - make informal oral presentations about personal experiences and familiar topics using appropriate oral language choices for the purpose and occasion. 	B-1 General Speech and Language Development B-3 Speech Observations Checklist

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Grade 5 Access Points: Language Arts	CIBS II Assessments
Grade 5: Reading Process	
Phonics/Word Analysis	
Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
Independent: - identify phonemes in common spelling patterns, including blends, digraphs, and diphthongs Supported: - decode phonetically regular words with common long and short vowel spelling patterns	J-1 Spelling Grade-Placement Test–Form A J-1 Spelling Grade-Placement Test–Form B J-2 Spells Initial Consonants in Spoken Words J-3 Spells Initial-Blends and Digraphs of Spoken Words J-4 Spells Suffixes J-5 Uses Suffixes in Writing–Form A J-5 Uses Suffixes in Writing–Form B J-6 Spells Prefixes J-7 Spells Number Words
Independent: - recognize high frequency words with irregular spellings Supported: - recognize high frequency sight words	C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form A C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form B D-1 Word Recognition Grade-Placement Test–Form A D-1 Word Recognition Grade-Placement Test–Form B E-1i&j Reads Orally at the Fourth-Grade or Fifth Grade Level F-2i Comprehends Passages at the Fifth-Grade Level–Form A F-2i Comprehends Passages at the Fifth-Grade Level–Form B G-1e Comprehends Passages at the Fifth-Grade Level–Form A G-1e Comprehends Passages at the Fifth-Grade Level–Form B
Fluency	
Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
Independent: - read text with high frequency sight words and phonetically regular words with accuracy Supported: - read simple text with high frequency sight words and phonetically regular words with accuracy	E-1i&j Reads Orally at the Fourth-Grade or Fifth-Grade Level F-2i Comprehends Passages at the Fifth-Grade Level–Form A F-2i Comprehends Passages at the Fifth-Grade Level–Form B

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Grade 5 Access Points: Language Arts	CIBS II Assessments
Participatory: - respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities	G-1e Comprehends Passages at the Fifth-Grade Level– Form A G-1e Comprehends Passages at the Fifth-Grade Level– Form B
Vocabulary Development	
Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
Independent: - use new vocabulary that is introduced and taught directly Supported: - use new vocabulary that is introduced and taught directly Participatory: - respond to new vocabulary that is introduced and taught directly	B-1 General Speech and Language Development
Independent: - listen to, read, and discuss stories and informational text Supported: - listen to, read, and talk about stories and informational text Participatory: - listen and respond to stories and informational text	C-4h Listens and Comprehends at the Fifth-Grade Level F-2i Comprehends Passages at the Fifth-Grade Level– Form A F-2i Comprehends Passages at the Fifth-Grade Level– Form B G-1e Comprehends Passages at the Fifth-Grade Level– Form A G-1e Comprehends Passages at the Fifth-Grade Level– Form B
Independent: - identify the correct meaning of a word with multiple meanings in context Supported: - use context clues and illustrations	E-1i&j Reads Orally at the Fourth-Grade or Fifth-Grade Level F-2i Comprehends Passages at the Fifth-Grade Level– Form A F-2i Comprehends Passages at the Fifth-Grade Level– Form B G-1e Comprehends Passages at the Fifth-Grade Level– Form A G-1e Comprehends Passages at the Fifth-Grade Level– Form B
Reading Comprehension	
Standard: The student uses a variety of strategies to comprehend grade level text.	
Independent: - retell the main idea in text - identify explicit information in text, including but not limited to main idea, supporting	F-2i Comprehends Passages at the Fifth-Grade Level– Form A F-2i Comprehends Passages at the Fifth-Grade Level–

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Grade 5 Access Points: Language Arts	CIBS II Assessments
details (e.g., who, what, where, when, how, why), and sequence of events Supported: - identify statements of the main idea in read-aloud text - identify explicit ideas and information in text, including but not limited to main idea, supporting details (e.g., who, what, where, when), and sequence of events in read-aloud stories and informational text	Form B G-1e Comprehends Passages at the Fifth-Grade Level–Form A G-1e Comprehends Passages at the Fifth-Grade Level–Form B
Independent: - identify text structures (e.g., similarities and differences, sequence of events, and explicit cause/effect) in stories and informational text Supported: - identify explicit cause/effect relationships in read-aloud stories and informational text	G-1e Comprehends Passages at the Fifth-Grade Level–Form A G-1e Comprehends Passages at the Fifth-Grade Level–Form B
Editing for Language Conventions	
Standard: The student will edit and correct the draft for standard language conventions.	
Independent: - spelling of phonetically regular and high frequency words, using a word bank or other resource as necessary Supported: - a model to check spelling of words	J-1 Spelling Grade-Placement Test–Form A J-1 Spelling Grade-Placement Test–Form B J-2 Spells Initial Consonants in Spoken Words J-3 Spells Initial-Blends and Digraphs of Spoken Words J-4 Spells Suffixes J-5 Uses Suffixes in Writing–Form A J-5 Uses Suffixes in Writing–Form B J-6 Spells Prefixes J-7 Spells Number Words
Independent: capitalization to begin own name, the pronoun “I,” and initial word in sentences Supported: capitalization to begin own name, the pronoun “I,” and initial word in sentences	K-5 Capitalization–Level I K-5 Capitalization–Level II
Grade 5: Writing Applications	
Creative	
Standard: The student develops and demonstrates creative writing.	
Independent: - create narratives by drawing, dictating, and/or using emergent writing Supported: - produce a narrative by creating a picture that tells a story about familiar persons or objects	L-5 Writing to a Prompt–Personal Narrative–Grades 3-5 L-7 Writing to a Prompt–Fictional Narrative–Grades 3-5
Informative	

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Grade 5 Access Points: Language Arts	CIBS II Assessments
Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
Independent: - contribute to group recording of expository information (e.g., labels) by creating pictures and dictating words - write functional text (e.g., two-step instructions, directions, recipes, labels, and graphs) Supported: - contribute to group recording of expository information by creating pictures - produce functional text (e.g., two-step directions or information signs) by creating pictures with dictated sentences	L-6 Writing to a Prompt–Expository Writing–Grades 3-5
Independent: - compose friendly letters, invitations, messages, and thank-you notes Supported: - compose informal invitations, messages, and thank-you notes, using a model	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter
Grade 5: Communication	
Penmanship	
Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
Independent: - use legible handwriting Supported: - write words using upper case and lower case letters, proper spacing, and sequencing Participatory: - use pictures, symbols, or words to communicate meaning	K-3 Quality of Writing – Manuscript and Cursive
Listening and Speaking	
Standard: The student effectively applies listening and speaking strategies.	
Independent: - listen and speak to gain and share information for a variety of purposes Supported: - listen and speak to gain and share information for a variety of purposes Participatory: - listen and communicate purposefully	B-1 General Speech and Language Development C-5 Listening Observations Checklist
Independent: - contribute to formal group presentations and informal discussions using appropriate oral language choices for the purpose and occasion Supported:	B-1 General Speech and Language Development

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Grade 5 Access Points: Language Arts	CIBS II Assessments
- contribute to informal presentations using appropriate oral language choices for the purpose Participatory: - use language to communicate with teachers or peers in classroom activities and routines	

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Grade 6 Access Points: Language Arts	CIBS II Assessments
Grade 6: Reading Process	
Fluency Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
Independent: - read text with accuracy Supported: - read text with high frequency sight words and phonetically regular words with accuracy	E-1k&l Reads Orally at the Lower Sixth-Grade or Seventh-Grade Level F-2j Comprehends Passages at the Sixth-Grade Level–Form A F-2j Comprehends Passages at the Sixth-Grade Level–Form B G-1f Comprehends Passages at the Sixth-Grade Level–Form A G-1f Comprehends Passages at the Sixth-Grade Level–Form B
Vocabulary Development	
Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
Independent: - use new vocabulary that is introduced and taught directly Supported: - use new vocabulary that is introduced and taught directly Participatory: - respond to new vocabulary that is introduced and taught directly	B-1 General Speech and Language Development
Independent: - listen to, read, and discuss a variety of text Supported: - listen to, read, and discuss a variety of text Participatory: - listen and respond to stories and informational text	E-1k&l Reads Orally at the Lower Sixth-Grade or Seventh-Grade Level F-2j Comprehends Passages at the Sixth-Grade Level–Form A F-2j Comprehends Passages at the Sixth-Grade Level–Form B G-1f Comprehends Passages at the Sixth-Grade Level–Form A G-1f Comprehends Passages at the Sixth-Grade Level–Form B
Independent: - use context clues and graphics Supported: - use context clues and illustrations	C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form A C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form B E-1k&l Reads Orally at the Lower Sixth-Grade or Seventh-Grade Level

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Grade 6 Access Points: Language Arts	CIBS II Assessments
	F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form A F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form B G-1f Comprehends Passages at the Sixth-Grade Level–Form A G-1f Comprehends Passages at the Sixth-Grade Level–Form B
Independent: - recognize and use prefixes (re-, un-), suffixes (-s, -es), and irregular plurals	H-10 Reads Suffixes H-11 Reads Prefixes
Reading Comprehension	
Standard: The student uses a variety of strategies to comprehend grade level text.	
Independent: - determine the main idea or essential message in text through identifying relevant details and facts Supported: - determine the main idea or essential message in text through identifying relevant details, including but not limited to who, what, where, and when	F-2j Comprehends Passages at the Sixth-Grade Level–Form A F-2j Comprehends Passages at the Sixth-Grade Level–Form B G-1f Comprehends Passages at the Sixth-Grade Level–Form A G-1f Comprehends Passages at the Sixth-Grade Level–Form B
Independent: - identify text structures (e.g., comparison/contrast, explicit cause/ effect relationships, and sequence of events) in narrative and informational text using strategies, including but not limited to graphic organizers Supported: - uses strategies to repair comprehension, including but not limited to re-reading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded	G-1f Comprehends Passages at the Sixth-Grade Level–Form A G-1f Comprehends Passages at the Sixth-Grade Level–Form B
Grade 6: Writing Process	
Drafting Standard: The student will write a draft appropriate to the topic, audience, and purpose.	
Independent: - using a prewriting plan to develop the main idea and supporting details Supported: - organizing the ideas according to the purpose Participatory: - communicate information about a familiar person, object, activity, or event using	L-9 Writing to a Prompt–Personal Narrative–Grades 6-8 L-10 Writing to a Prompt–Expository Writing–Grades 6-8 L-11 Writing to a Prompt–Fictional Narrative–Grades 6-8 L-12 Writing to a Prompt–Persuasive Essay–Grades 6-8

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Grade 6 Access Points: Language Arts	CIBS II Assessments
pictures, symbols, or words	
Editing for Language Conventions	
Standard: The student will edit and correct the draft for standard language conventions.	
Independent: - spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resource as necessary Supported: - spelling of words, using a word bank, dictionary, or other resource as necessary	J-1 Spelling Grade-Placement Test–Form A J-1 Spelling Grade-Placement Test–Form B J-2 Spells Initial Consonants in Spoken Words J-3 Spells Initial-Blends and Digraphs of Spoken Words J-4 Spells Suffixes J-5 Uses Suffixes in Writing–Form A J-5 Uses Suffixes in Writing–Form B J-6 Spells Prefixes J-7 Spells Number Words
Independent: - capitalization, including but not limited to proper nouns, the pronoun “I,” and the initial word of sentences Supported: - capital letter to begin proper names, the pronoun “I,” and the initial word of sentences	K-5 Capitalization–Level I K-5 Capitalization–Level II
Independent: - end punctuation (period, question mark, and exclamation point) for sentences Supported: - end punctuation (period) in complete sentences	K-6 Punctuation–Level I K-6 Punctuation–Level II
Grade 6: Writing Applications	
Creative	
Standard: The student develops and demonstrates creative writing.	
Independent: - write a narrative about a real or imagined event that includes a main idea, descriptive details, characters, a sequence of events, and setting Supported: - write a narrative about persons, objects, and events that include a main idea and characters by creating a story supported by pictures	L-9 Writing to a Prompt–Personal Narrative–Grades 6-8 L-11 Writing to a Prompt–Fictional Narrative–Grades 6-8
Independent: - write expressive forms (e.g., poems and skits) that include rhythm and rhyme, dialogue, and appropriate format Supported: - contribute to group writing of poetry, rhymes, or skits	L-9 Writing to a Prompt–Personal Narrative–Grades 6-8 L-11 Writing to a Prompt–Fictional Narrative–Grades 6-8

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Grade 6 Access Points: Language Arts	CIBS II Assessments
Participatory: - recognize rhythm, sounds, and words in familiar poetry, songs, and rhymes	
Informative	
Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
Independent: - write an expository paragraph that includes a topic sentence and relevant information - write functional text (e.g., two-step instructions, directions, recipes, labels, graphs) Supported: - write expository text, with illustrations or graphics, that includes information about the topic - produce functional text supported by pictures (e.g., two-step directions, information signs, basic recipes) Participatory: - communicate information about persons or objects using pictures, symbols, or words	L-10 Writing to a Prompt–Expository Writing–Grades 6-8
Persuasive	
Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
Independent: The student will write persuasive text (e.g., advertisement, poster, or message) that attempts to influence the reader Supported: - select a favorite topic - list reasons why the topic is important Participatory: - express preferences and feelings	L-12 Writing to a Prompt–Persuasive Essay–Grades 6-8
Grade 6: Communication	
Penmanship	
Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
Independent: - use legible handwriting Supported: - write words using upper case and lower case letters, proper spacing, and sequencing Participatory: - use pictures, symbols, or words to communicate meaning	K-3 Quality of Writing – Manuscript and Cursive

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Grade 6 Access Points: Language Arts	CIBS II Assessments
Listening and Speaking	
Standard: The student effectively applies listening and speaking strategies.	
Independent: - listen and gain information for a variety of purposes including but not limited to identifying main idea, supporting details (e.g., who, what, where, when, how, and why), and sequence of events Supported: - listen and gain information for a variety of purposes including but not limited to determining main idea, supporting details (e.g., who, what, where, and when), and sequence of events Participatory: - listen and gain information for different purposes (e.g., instruction in daily tasks)	C-2 Follows Oral Directions C-5 Listening Observations Checklist
Independent: - give oral presentations about topics using appropriate language choices, body language, and eye contact Supported: - give informal oral presentations to retell stories or personal experiences using appropriate language choices and body language Participatory: - use language to communicate information in classroom activities	B-1 General Speech and Language Development B-3 Speech Observations Checklist
Grade 6: Information and Media Literacy	
Informational Text	
Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
Independent: - read informational text from print and digital sources for a variety of purposes, including but not limited to following multi-step directions, organizing information, classroom research, problem solving, and completing assigned tasks Supported: - read informational text with graphics from print and digital sources for different purposes, including but not limited to following two-step directions, answering questions, and performing tasks Participatory: - use pictures or symbols paired with words to carry out tasks in daily activities	R-29 Sample Populations and Surveys R-30 Mean, Median, Mode, and Range R-31 Constructs a Frequency Table R-32 Constructs a Venn Diagram R-33 Constructs a Stem-and-Leaf Plot R-34 Constructs a Circle Graph R-35 Constructs a Line Graph R-36 Constructs a Box-and-Whisker Plot R-37 Constructs a Scatter Plot R-38 Constructs a Histogram R-39 Analyzes Data in a Frequency Table R-40 Analyzes Data in a Venn Diagram

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Grade 6 Access Points: Language Arts	CIBS II Assessments
	R-41 Analyzes Data in a Stem-and-Leaf Plot R-42 Analyzes Data in a Circle Graph R-43 Analyzes Data in a Line Graph R-44 Analyzes Data in a Box-and-Whisker Plot R-45 Analyzes Data in a Scatter Plot R-46 Analyzes Data in a Histogram

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Grade 7 Access Points: Language Arts	CIBS II Assessments
Grade 7: Reading Process	
Fluency Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
Independent: - read text with accuracy Supported: - read text with high frequency sight words and phonetically regular words with accuracy Participatory: - respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities	E-1k&l Reads Orally at the Lower Sixth-Grade or Seventh-Grade Level F-2k Comprehends Passages at the Seventh-Grade Level–Form A F-2k Comprehends Passages at the Seventh-Grade Level–Form B G-1g Comprehends Passages at the Seventh-Grade Level–Form A G-1g Comprehends Passages at the Seventh-Grade Level–Form B
Vocabulary Development	
Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
Independent: - use new vocabulary that is introduced Supported: - use new vocabulary that is introduced and taught directly Participatory: - respond to new vocabulary that is introduced and taught directly	B-1 General Speech and Language Development
Independent: - listen to, read, and discuss a variety of text Supported: - listen to, read, and discuss a variety of text Participatory: - listen and respond to stories and informational text	C-4j Listens and Comprehends at the Seventh-Grade Level F-2k Comprehends Passages at the Seventh-Grade Level–Form A F-2k Comprehends Passages at the Seventh-Grade Level–Form B G-1g Comprehends Passages at the Seventh-Grade Level–Form A G-1g Comprehends Passages at the Seventh-Grade Level–Form B
Independent: - use context clues and graphics Supported: - use context clues and illustrations	C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form A C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form B C-4j Listens and Comprehends at the Seventh-Grade Level

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Grade 7 Access Points: Language Arts	CIBS II Assessments
	F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form A F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form B F-2k Comprehends Passages at the Seventh-Grade Level–Form A F-2k Comprehends Passages at the Seventh-Grade Level–Form B G-1g Comprehends Passages at the Seventh-Grade Level–Form A G-1g Comprehends Passages at the Seventh-Grade Level–Form B
Independent: - recognize and use prefixes (mis-, in-) and suffixes (-er) Supported: - recognize and use common suffixes (- s, -es)	H-10 Reads Suffixes H-11 Reads Prefixes
Reading Comprehension	
Standard: The student uses a variety of strategies to comprehend grade level text.	
Independent: - determine the main idea or essential message in text through guided retelling and identifying relevant details and facts Supported: - determine the main idea or essential message in text through identifying relevant details and events, including but not limited to who, what, where, when, and what happened	F-2k Comprehends Passages at the Seventh-Grade Level–Form A F-2k Comprehends Passages at the Seventh-Grade Level–Form B G-1g Comprehends Passages at the Seventh-Grade Level–Form A G-1g Comprehends Passages at the Seventh-Grade Level–Form B
Independent: - identify similarities and differences in characters, settings, and actions, and explicit cause/effect relationships in stories and informational text using strategies, including but not limited to simple graphic organizers	G-1g Comprehends Passages at the Seventh-Grade Level–Form A G-1g Comprehends Passages at the Seventh-Grade Level–Form B
Nonfiction	
Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
Independent: - use information from non-fiction text to identify the main idea and supporting details Supported:	F-2k Comprehends Passages at the Seventh-Grade Level–Form A F-2k Comprehends Passages at the Seventh-Grade

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Grade 7 Access Points: Language Arts	CIBS II Assessments
- use information from read-aloud nonfiction text to identify the main idea and supporting details (e.g., who, what, where, when, and what happened)	Level–Form B G-1g Comprehends Passages at the Seventh-Grade Level–Form A G-1g Comprehends Passages at the Seventh-Grade Level–Form B
Editing for Language Conventions	
Standard: The student will edit and correct the draft for standard language conventions.	
<p>Independent: - spelling of high frequency and phonetically regular words, using a dictionary or other resource as necessary</p> <p>Supported: - spelling of common phonetically regular words (e.g., CVC and CVCe) and high frequency words, using a word bank, dictionary, or other resource as necessary</p>	<p>J-1 Spelling Grade-Placement Test–Form A J-1 Spelling Grade-Placement Test–Form B J-2 Spells Initial Consonants in Spoken Words J-3 Spells Initial-Blends and Digraphs of Spoken Words J-4 Spells Suffixes J-5 Uses Suffixes in Writing–Form A J-5 Uses Suffixes in Writing–Form B J-6 Spells Prefixes J-7 Spells Number Words</p>
<p>Independent: - capitalization, including proper nouns, the pronoun “I,” days of the week, months of the year, and initial word of sentences</p> <p>Supported: - capitalization, including proper nouns, the pronoun “I,” and the initial word of sentences</p>	<p>K-5 Capitalization–Level I K-5 Capitalization–Level II</p>
<p>Independent: - commas in dates</p> <p>Supported: - end punctuation (period) for sentences</p>	<p>K-6 Punctuation–Level I K-6 Punctuation–Level II</p>
Grade 7: Writing Applications	
Creative	
Standard: The student develops and demonstrates creative writing.	
<p>Independent: - write a narrative about a real or imagined event or experience that includes a main idea, descriptive details, characters, a sequence of events, setting, and plot</p> <p>Supported: - write a narrative about an event or experience that includes a main idea, characters, and a sequence of events</p> <p>Participatory:</p>	<p>L-9 Writing to a Prompt–Personal Narrative–Grades 6-8 L-11 Writing to a Prompt–Fictional Narrative–Grades 6-8</p>

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Grade 7 Access Points: Language Arts	CIBS II Assessments
- communicate information that tells about familiar persons, objects, and events	
Persuasive Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
Independent: The student will write persuasive text (e.g., advertisement, message, or paragraph) that attempts to influence the reader Supported: The student will write persuasive text (e.g., poster) that attempts to influence the reader Participatory: - express preferences and feelings	L-12 Writing to a Prompt–Persuasive Essay–Grades 6-8
Grade 7: Communication	
Penmanship	
Standard: The student engages in the writing process and writes to communicate ideas and experiences	
Independent: - use legible handwriting Supported: - write words and sentences with proper spacing and sequencing Participatory: - use pictures, symbols, or words to communicate meaning	K-3 Quality of Writing – Manuscript and Cursive
Listening and Speaking Standard: The student effectively applies listening and speaking strategies.	
Independent: - use effective listening strategies for informal discussions, including but not limited to responsive listening, staying on topic, and respecting the viewpoints of others Supported: - use effective listening strategies for informal discussions, including but not limited to paying attention, asking questions, making relevant comments, and respecting others Participatory: - listen and respond to verbal messages from familiar speakers	C-5 Listening Observations Checklist
Independent: - give brief speeches to inform using appropriate language choices, eye contact, and body language Supported: - give informal oral presentations about topics or experiences using appropriate language choices and body language Participatory: - use language to express information or preferences in a variety of activities	B-1 General Speech and Language Development B-3 Speech Observations Checklist

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Grade 7 Access Points: Language Arts	CIBS II Assessments
Grade 7: Information and Media Literacy	
Informational Text	
Standard: The student comprehends the wide array of informational text that is part of our day to day experiences	
Independent: - identify and use sources of information (e.g., consumer, workplace, or other real-world situations) to follow instructions and procedures, solve problems, and make decisions Supported: - use easy-to-read informational materials (e.g., consumer, workplace, or other real-world situations) with graphics to follow instructions, solve problems, and perform tasks Participatory: - use familiar pictures, symbols, or words to complete tasks in classroom or school activities	R-39 Analyzes Data in a Frequency Table R-40 Analyzes Data in a Venn Diagram R-41 Analyzes Data in a Stem-and-Leaf Plot R-42 Analyzes Data in a Circle Graph R-43 Analyzes Data in a Line Graph R-44 Analyzes Data in a Box-and-Whisker Plot R-45 Analyzes Data in a Scatter Plot R-46 Analyzes Data in a Histogram

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Grade 8 Access Points: Language Arts	CIBS II Assessments
Grade 8: Reading Process	
Fluency	
Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
Independent: - read text with accuracy - adjust reading rate based on difficulty Supported: - read text with accuracy	F-2I Comprehends Passages at the Eighth-Grade Level–Form A F-2I Comprehends Passages at the Eighth-Grade Level–Form B G-1h Comprehends Passages at the Eighth-Grade Level–Form A G-1h Comprehends Passages at the Eighth-Grade Level–Form B
Vocabulary Development	
Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	
Independent: - use new vocabulary that is introduced and taught directly Supported: - use new vocabulary that is introduced and taught directly Participatory: - identify new vocabulary that is introduced and taught directly	B-1 General Speech and Language Development
Independent: - listen to, read, and discuss a variety of text Supported: - listen to, read, and discuss a variety of text Participatory: - listen and respond to stories and informational text	C-4k Listens and Comprehends at the Eighth-Grade Level F-2I Comprehends Passages at the Eighth-Grade Level–Form A F-2I Comprehends Passages at the Eighth-Grade Level–Form B G-1h Comprehends Passages at the Eighth-Grade Level–Form A G-1h Comprehends Passages at the Eighth-Grade Level–Form B
Independent: - use context clues and graphics Supported: - use context clues and graphics	C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form A C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form B C-4k Listens and Comprehends at the Eighth-Grade Level F-1 Reading Vocabulary Comprehension Grade-

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Grade 8 Access Points: Language Arts	CIBS II Assessments
	Placement Test– Form A F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form B F-2I Comprehends Passages at the Eighth-Grade Level–Form A F-2I Comprehends Passages at the Eighth-Grade Level–Form B G-1h Comprehends Passages at the Eighth-Grade Level–Form A G-1h Comprehends Passages at the Eighth-Grade Level–Form B
Independent: - recognize and use prefixes, suffixes, and root words Supported: - recognize and use common suffixes (- ed, -ing)	H-10 Reads Suffixes H-11 Reads Prefixes
Reading Comprehension	
Standard: The student uses a variety of strategies to comprehend grade level text.	
Independent: - determine the main idea or essential message in text through guided retelling and identifying relevant details and facts Supported: - determine the main idea or essential message in text through identifying the topic, relevant details, and facts, including but not limited to who, what, where, when, how, and what happened	F-2I Comprehends Passages at the Eighth-Grade Level–Form A F-2I Comprehends Passages at the Eighth-Grade Level–Form B G-1h Comprehends Passages at the Eighth-Grade Level–Form A G-1h Comprehends Passages at the Eighth-Grade Level–Form B
Editing for Language Conventions	
Standard: The student will edit and correct the draft for standard language conventions.	
Independent: - spelling of high frequency words - spelling of words using spelling rule and orthographic patterns - spelling of unknown words verified with a dictionary or other resource Supported: - spelling of phonetically regular and high frequency words, using a word bank, dictionary, or other resource as necessary	J-1 Spelling Grade-Placement Test–Form A J-1 Spelling Grade-Placement Test–Form B J-2 Spells Initial Consonants in Spoken Words J-3 Spells Initial-Blends and Digraphs of Spoken Words J-4 Spells Suffixes J-5 Uses Suffixes in Writing–Form A J-5 Uses Suffixes in Writing–Form B J-6 Spells Prefixes J-7 Spells Number Words

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Grade 8 Access Points: Language Arts	CIBS II Assessments
Independent: - capitalization, including proper nouns, the pronoun “I,” days of the week and months of the year, and initial word of sentences Supported: - capitalization, including proper nouns, the pronoun “I,” initial word of sentences, and days of the week	K-5 Capitalization–Level I K-5 Capitalization–Level II
Independent: - end punctuation, quotation marks in dialogue, and commas in dates Supported: - end punctuation (period and question mark) for sentences	K-6 Punctuation–Level I K-6 Punctuation–Level II
Grade 8: Writing Applications	
Creative	
Standard: The student develops and demonstrates creative writing.	
Independent: - write a narrative about a real or imagined event or experience that includes a main idea, descriptive details, characters, sequence of events, and plot Supported: - write a narrative about a real or imagined event that includes a main idea, descriptive details, characters, and a sequence of events Participatory: - communicate information that tells about persons, objects, and activities	L-9 Writing to a Prompt–Personal Narrative–Grades 6-8 L-11 Writing to a Prompt–Fictional Narrative–Grades 6-8
Informative	
Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
Independent: - write an expository paragraph that includes a topic sentence, supporting details, and relevant information - write in a variety of expository forms (e.g., journal, log, article, or brief report) - write functional text (e.g., three-step instructions or directions, recipes, labels, posters, and graphs/tables) Supported: - write expository text that includes a topic sentence and relevant information about the topic - write in a variety of expository forms (e.g., daily journal, log, or summary); - write functional text (e.g., two-step directions, labels, basic recipes, or informational posters) Participatory:	L-10 Writing to a Prompt–Expository Writing–Grades 6-8

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Grade 8 Access Points: Language Arts	CIBS II Assessments
<ul style="list-style-type: none"> - communicate information about persons, objects, activities, or events using pictures, symbols, or words - communicate information about classroom activities 	
Independent: <ul style="list-style-type: none"> - compose a friendly letter that includes a heading, salutation, body, closing, and signature - write a formal letter using a model Supported: <ul style="list-style-type: none"> - compose informal invitations, friendly messages and thank-you notes Participatory: <ul style="list-style-type: none"> - communicate greetings and invitations to others to engage in an activities 	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter
Persuasive	
Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
Independent: The student will write persuasive text (e.g., advertisements, sentences, or paragraphs) that attempts to influence the reader Supported: The student will write persuasive text (e.g., advertisement or poster) that attempts to influence the reader Participatory: <ul style="list-style-type: none"> - express preferences and feelings 	L-12 Writing to a Prompt–Persuasive Essay–Grades 6-8
Grade 8: Communication	
Penmanship	
Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
Independent: <ul style="list-style-type: none"> - use legible handwriting Supported: <ul style="list-style-type: none"> - write words and sentences with proper spacing and sequencing Participatory: <ul style="list-style-type: none"> - use pictures, symbols, or words to communicate meaning 	K-3 Quality of Writing – Manuscript and Cursive
Listening and Speaking	
Standard: The student effectively applies listening and speaking strategies.	
Independent: <ul style="list-style-type: none"> - use effective listening skills and behaviors for a variety of purposes and demonstrate understanding through guided retelling and summarizing 	B-1 General Speech and Language Development B-3 Speech Observations Checklist C-5 Listening Observations Checklist

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Grade 8 Access Points: Language Arts	CIBS II Assessments
Supported: - use effective listening skills and behaviors for a variety of purposes and use guided retelling to identify the topic and supporting details Participatory: - listen and respond to verbal messages from a variety of speakers	
Grade 8: Information and Media Literacy	
Informational Text	
Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
Independent: - identify and use multiple sources of information (e.g., consumer, workplace, or other real world situations) to carry out procedures, solve problems, and make decisions Supported: - use easy-to-read informational materials (e.g., consumer, workplace, or other real-world situations) with graphics to follow instructions, solve problems, make decisions, and perform tasks Participatory: - use familiar pictures, symbols, or words to complete consumer or other real-world tasks	R-31 Constructs a Frequency Table R-32 Constructs a Venn Diagram R-33 Constructs a Stem-and-Leaf Plot R-34 Constructs a Circle Graph R-35 Constructs a Line Graph R-36 Constructs a Box-and-Whisker Plot R-37 Constructs a Scatter Plot R-38 Constructs a Histogram R-39 Analyzes Data in a Frequency Table R-40 Analyzes Data in a Venn Diagram R-41 Analyzes Data in a Stem-and-Leaf Plot R-42 Analyzes Data in a Circle Graph R-43 Analyzes Data in a Line Graph R-44 Analyzes Data in a Box-and-Whisker Plot R-45 Analyzes Data in a Scatter Plot R-46 Analyzes Data in a Histogram

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Grades 9-10 Access Points: Language Arts	CIBS II Assessments
Vocabulary Development	
Standard: The student uses multiple strategies to develop grade-appropriate vocabulary.	
Independent: - use new vocabulary that is introduced and taught directly Supported: - use new vocabulary that is introduced and taught directly Participatory: - identify new vocabulary that is introduced and taught directly	B-1 General Speech and Language Development
Independent: - listen to, read, and discuss a variety of text Supported: - listen to, read, and discuss a variety of text Participatory: - listen and respond to stories and informational text	C-4k Listens and Comprehends at the Eighth-Grade Level F-2I Comprehends Passages at the Eighth-Grade Level–Form A F-2I Comprehends Passages at the Eighth-Grade Level–Form B G-1h Comprehends Passages at the Eighth-Grade Level–Form A G-1h Comprehends Passages at the Eighth-Grade Level–Form B
Independent: - recognize and use prefixes, suffixes, and root words Supported: - recognize and use common prefixes (re- and un-) and suffixes (-er)	H-10 Reads Suffixes H-11 Reads Prefixes
Independent: - determine the meaning of a word with multiple meanings (e.g., homographs) in text Supported: - use context clues and graphics to determine meanings of unknown words	C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form A C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form B C-4k Listens and Comprehends at the Eighth-Grade Level F-1 Reading Vocabulary Comprehension Grade-Placement Test–Form A F-1 Reading Vocabulary Comprehension Grade-Placement Test–Form B F-2I Comprehends Passages at the Eighth-Grade Level–Form A F-2I Comprehends Passages at the Eighth-Grade Level–Form B

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Grades 9-10 Access Points: Language Arts	CIBS II Assessments
	G-1h Comprehends Passages at the Eighth-Grade Level–Form A G-1h Comprehends Passages at the Eighth-Grade Level–Form B
Independent: - determine the main idea or essential message in text through retelling, guided summarizing, and identifying relevant details and facts Supported: - determine the main idea or essential message in text through guided retelling and identifying the topic and supporting details	F-2l Comprehends Passages at the Eighth-Grade Level–Form A F-2l Comprehends Passages at the Eighth-Grade Level–Form B G-1h Comprehends Passages at the Eighth-Grade Level–Form A G-1h Comprehends Passages at the Eighth-Grade Level–Form B
Independent: - identify cause and effect relationships in stories and informational text Supported: - identify explicit cause/effect relationships in stories and informational text	G-1h Comprehends Passages at the Eighth-Grade Level–Form A G-1h Comprehends Passages at the Eighth-Grade Level–Form B
Independent: - use background knowledge of the subject, guided previewing strategies, graphic representations, and text features to make and confirm predictions of content and purpose of reading selections Supported: - use background knowledge of the subject and text features (e.g., title, illustrations, graphics, table of contents, headings, various text styles, simple charts and maps, glossary) to make and confirm predictions of content and reading selections	F-2l Comprehends Passages at the Eighth-Grade Level–Form A F-2l Comprehends Passages at the Eighth-Grade Level–Form B G-1h Comprehends Passages at the Eighth-Grade Level–Form A G-1h Comprehends Passages at the Eighth-Grade Level–Form B
Nonfiction	
Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented	
Independent: - locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary) Supported: - identify information in text features (e.g., title, illustrations and graphics, table of contents, headings, various text styles, simple charts and maps, glossary)	R-31 Constructs a Frequency Table R-32 Constructs a Venn Diagram R-33 Constructs a Stem-and-Leaf Plot R-34 Constructs a Circle Graph R-35 Constructs a Line Graph R-36 Constructs a Box-and-Whisker Plot R-37 Constructs a Scatter Plot R-38 Constructs a Histogram R-39 Analyzes Data in a Frequency Table

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Grades 9-10 Access Points: Language Arts	CIBS II Assessments
	R-40 Analyzes Data in a Venn Diagram R-41 Analyzes Data in a Stem-and-Leaf Plot R-42 Analyzes Data in a Circle Graph R-43 Analyzes Data in a Line Graph R-44 Analyzes Data in a Box-and-Whisker Plot R-45 Analyzes Data in a Scatter Plot R-46 Analyzes Data in a Histogram
Independent: - use information from nonfiction text to identify the main idea and supporting details Supported: - use information from read-aloud nonfiction text to identify the main idea and supporting details	F-2I Comprehends Passages at the Eighth-Grade Level–Form A F-2I Comprehends Passages at the Eighth-Grade Level–Form B G-1h Comprehends Passages at the Eighth-Grade Level–Form A G-1h Comprehends Passages at the Eighth-Grade Level–Form B
Editing for Language Conventions	
Standard: The student will edit and correct the draft for standard language conventions	
Independent: - spelling of high frequency words and phonetically regular words using spelling rules and orthographic patterns Supported: - spelling of phonetically regular and high frequency words, using a word bank, dictionary, or other resource as necessary	J-1 Spelling Grade-Placement Test–Form A J-1 Spelling Grade-Placement Test–Form B J-2 Spells Initial Consonants in Spoken Words J-3 Spells Initial-Blends and Digraphs of Spoken Words J-4 Spells Suffixes J-5 Uses Suffixes in Writing–Form A J-5 Uses Suffixes in Writing–Form B J-6 Spells Prefixes J-7 Spells Number Words
Independent: - capitalization, including proper nouns, the pronoun “I,” days of the week and months of the year, initial word of sentences, and titles of books Supported: - capitalization, including initial word in sentences, proper names, and the pronoun “I,” days of the week, and months of the year	K-5 Capitalization–Level I K-5 Capitalization–Level II
Independent: - end punctuation, quotations marks for exact words from cited sources, and commas in dates and items in a series Supported:	K-6 Punctuation–Level I K-6 Punctuation–Level II

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Grades 9-10 Access Points: Language Arts	CIBS II Assessments
- end punctuation (period, question mark, and exclamation point) for sentences	
Creative	
Standard: The student develops and demonstrates creative writing	
Independent: - write narratives about events or experiences using clear language and format with a main idea, descriptive details, a logical sequence of events, setting, and plot Supported: - write narratives about events with a main idea, descriptive details, characters, sequence of events, and setting Participatory: - communicate information that tells about persons, objects, and events according to the audience	L-9 Writing to a Prompt–Personal Narrative–Grades 6-8 L-11 Writing to a Prompt–Fictional Narrative–Grades 6-8
Informative	
Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks	
Independent: - write in a variety of expository forms (e.g., summary, newspaper article, log, journal, brief report) Supported: - write in a variety of expository forms (e.g., daily journal, log, summary, brief article)	L-10 Writing to a Prompt–Expository Writing–Grades 6-8
Independent: - compose a formal letter using a conventional business letter format (e.g., heading, salutation, body, closing, signature) and address an envelope Supported: - compose informal invitations, friendly messages, thank-you notes, and a friendly or formal letter and address an envelope using resources (e.g., model or template, dictionary, adult assistance)	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter
Persuasive	
Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader	
Independent: The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, sentences, paragraph) that includes evidence to support why the topic or activity is important Supported: The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, poster) that shows why the topic or activity is important	L-12 Writing to a Prompt–Persuasive Essay–Grades 6-8
Grades 9–10: Communication	
Penmanship	

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Grades 9-10 Access Points: Language Arts	CIBS II Assessments
Standard: The student engages in the writing process and writes to communicate ideas and experiences	
Independent: The student will use legible handwriting Supported: The student will use legible handwriting Participatory: The student will use pictures, symbols, or words to communicate meaning	K-3 Quality of Writing – Manuscript and Cursive
Listening and Speaking	
Standard: The student effectively applies listening and speaking strategies.	
Independent: - use a specified listening strategy according to the intended purpose (e.g., solving a problem, remembering information) Supported: - use a listening strategy (e.g., facing the speaker and restating the information) to gather information for a task Participatory: - listen and demonstrate understanding of information presented in daily activities	C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form A C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form B C-4I Listens and Comprehends at the Ninth-Grade Level C-5 Listening Observations Checklist
Independent: - give oral presentations with a clear introduction and conclusion Supported: - give oral presentations about topics using appropriate eye contact and body language	B-1 General Speech and Language Development
Independent: - use oral language appropriate for formal and informal situations Supported: - use oral language appropriate for formal and informal situations	B-1 General Speech and Language Development
Grades 9–10 : Information and Media Literacy	
Informational Text	
Standard: The student comprehends the wide array of informational text that is part of our day to day experiences	
Independent: - locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary) Supported: - identify information in text features e.g., title, illustrations, graphics, table of contents, headings various text styles, simple charts and maps, glossary)	R-31 Constructs a Frequency Table R-32 Constructs a Venn Diagram R-33 Constructs a Stem-and-Leaf Plot R-34 Constructs a Circle Graph R-35 Constructs a Line Graph R-36 Constructs a Box-and-Whisker Plot R-37 Constructs a Scatter Plot R-38 Constructs a Histogram R-39 Analyzes Data in a Frequency Table

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Grades 9-10 Access Points: Language Arts	CIBS II Assessments
	R-40 Analyzes Data in a Venn Diagram R-41 Analyzes Data in a Stem-and-Leaf Plot R-42 Analyzes Data in a Circle Graph R-43 Analyzes Data in a Line Graph R-44 Analyzes Data in a Box-and-Whisker Plot R-45 Analyzes Data in a Scatter Plot R-46 Analyzes Data in a Histogram

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Grades 11–12 Access Points: Language Arts	CIBS II Assessments
Grades 11–12: Reading Process	
Vocabulary Development	
Standard: The student uses multiple strategies to develop grade appropriate vocabulary	
Independent: - use new vocabulary that is introduced and taught directly Supported: - use new vocabulary that is introduced and taught directly Participatory: - identify new vocabulary that is introduced and taught directly	B-1 General Speech and Language Development
Independent: - use context clues and graphics to determine meaning of unknown words Supported: - use context clues and graphics to determine meaning of unknown words	C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form A C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form B C-4k Listens and Comprehends at the Eighth-Grade Level F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form A F-1 Reading Vocabulary Comprehension Grade-Placement Test– Form B F-2l Comprehends Passages at the Eighth-Grade Level–Form A F-2l Comprehends Passages at the Eighth-Grade Level–Form B G-1h Comprehends Passages at the Eighth-Grade Level–Form A G-1h Comprehends Passages at the Eighth-Grade Level–Form B
Independent: - recognize and use prefixes, suffixes, and root words Supported: - recognize and use common prefixes, suffixes, and root words	H-10 Reads Suffixes H-11 Reads Prefixes
Independent: - listen to, read, and discuss a variety of text Supported: - listen to, read, and discuss a variety of text	C-4l Listens and Comprehends at the Ninth-Grade Level F-2l Comprehends Passages at the Eighth-Grade Level–Form A F-2l Comprehends Passages at the Eighth-Grade Level–

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Grades 11–12 Access Points: Language Arts	CIBS II Assessments
Participatory: - listen and respond to stories and informational text	Form B G-1h Comprehends Passages at the Eighth-Grade Level–Form A G-1h Comprehends Passages at the Eighth-Grade Level–Form B
Independent: - use phonics skills to decode unknown words Supported: - use phonics skills to decode unknown words	H-1 Word Analysis Survey–Form A H-1 Word Analysis Survey–Form B
Reading Comprehension	
Standard: The student uses a variety of strategies to comprehend grade level text	
Independent: - determine the main idea or essential message in real-world text through retelling, guided summarizing, and identifying relevant details and facts Supported: - determine the main idea or essential message in real-world text through guided retelling and identifying the topic and supporting details Participatory: - recognize topic and details in read-aloud stories and informational text used in daily activities in school and real-world situations	F-2l Comprehends Passages at the Eighth-Grade Level–Form A F-2l Comprehends Passages at the Eighth-Grade Level–Form B G-1h Comprehends Passages at the Eighth-Grade Level–Form A G-1h Comprehends Passages at the Eighth-Grade Level–Form B
Independent: - identify cause and effect relationships in stories and informational text Supported: - identify explicit cause/effect relationships in stories and informational text	G-1h Comprehends Passages at the Eighth-Grade Level–Form A G-1h Comprehends Passages at the Eighth-Grade Level–Form B
Supported: - use background knowledge of the subject, graphic representations, and text features (e.g., title, graphics, table of contents, headings, text styles, simple charts, maps, glossary) to make and confirm predictions of content and purpose of reading selections	R-31 Constructs a Frequency Table R-32 Constructs a Venn Diagram R-33 Constructs a Stem-and-Leaf Plot R-34 Constructs a Circle Graph R-35 Constructs a Line Graph R-36 Constructs a Box-and-Whisker Plot R-37 Constructs a Scatter Plot R-38 Constructs a Histogram R-39 Analyzes Data in a Frequency Table R-40 Analyzes Data in a Venn Diagram R-41 Analyzes Data in a Stem-and-Leaf Plot R-42 Analyzes Data in a Circle Graph

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Grades 11–12 Access Points: Language Arts	CIBS II Assessments
	R-43 Analyzes Data in a Line Graph R-44 Analyzes Data in a Box-and-Whisker Plot R-45 Analyzes Data in a Scatter Plot R-46 Analyzes Data in a Histogram
Grades 11–12: Literary Analysis	
Fiction	
Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection	
Independent: - locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary) Supported: - identify information in text features (e.g., title, illustrations and graphics, table of contents, headings, various text styles, simple charts and maps, glossary)	R-31 Constructs a Frequency Table R-32 Constructs a Venn Diagram R-33 Constructs a Stem-and-Leaf Plot R-34 Constructs a Circle Graph R-35 Constructs a Line Graph R-36 Constructs a Box-and-Whisker Plot R-37 Constructs a Scatter Plot R-38 Constructs a Histogram R-39 Analyzes Data in a Frequency Table R-40 Analyzes Data in a Venn Diagram R-41 Analyzes Data in a Stem-and-Leaf Plot R-42 Analyzes Data in a Circle Graph R-43 Analyzes Data in a Line Graph R-44 Analyzes Data in a Box-and-Whisker Plot R-45 Analyzes Data in a Scatter Plot R-46 Analyzes Data in a Histogram
Editing for Language Conventions	
Standard: The student will edit and correct the draft for standard language conventions.	
Independent: - spelling of high frequency words and phonetically regular words using spelling rules, orthographic patterns, and knowledge of common root words, prefixes, and suffixes Supported: - spelling of phonetically regular and high frequency words using a word bank, dictionary, or other resource as necessary	J-1 Spelling Grade-Placement Test–Form A J-1 Spelling Grade-Placement Test–Form B J-2 Spells Initial Consonants in Spoken Words J-3 Spells Initial-Blends and Digraphs of Spoken Words J-4 Spells Suffixes J-5 Uses Suffixes in Writing–Form A J-5 Uses Suffixes in Writing–Form B J-6 Spells Prefixes J-7 Spells Number Words
Independent:	K-5 Capitalization–Level I

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Grades 11–12 Access Points: Language Arts	CIBS II Assessments
- capitalization, including proper nouns and titles, the pronoun “I,” days of the week and months of the year, initial word in sentences, and titles of books Supported: - capitalization, including initial word in sentences, proper names, the pronoun “I,” days of the week, and months of the year	K-5 Capitalization–Level I
Independent: - end punctuation, quotation marks, and commas Supported: - end punctuation for sentences and commas in dates	K-6 Punctuation–Level I K-6 Punctuation–Level II
Grades 11–12: Writing Applications	
Creative	
Standard: The student develops and demonstrates creative writing.	
Independent: - write narratives about events or experiences using clear language and format appropriate to the purpose and intended audience with a main idea, descriptive details, a logical sequence of events, setting, and plot Supported: - write a narrative about real or imagined events that includes a main idea, descriptive details, characters, sequence of events, and setting Participatory: - communicate information that tells about persons, objects, and events according to the audience and purpose	L-9 Writing to a Prompt–Personal Narrative–Grades 6-8 L-11 Writing to a Prompt–Fictional Narrative–Grades 6-8
Informative	
Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
Independent: - write in a variety of expository forms (e.g., summary, newspaper article, log, journal, brief report) Supported: - write in a variety of expository forms (e.g., daily journal, log, brief article)	L-10 Writing to a Prompt–Expository Writing–Grades 6-8
Independent: - write a formal letter using a conventional business letter format (e.g., heading, salutations, body, closing, signature) and address an envelope Supported: - compose a friendly or formal letter and address an envelope using resources	K-8 Writes Personal Letter K-9 Writes Letter Requesting Information or Material K-10 Writes Customer-Complaint Letter
Persuasive	

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Grades 11–12 Access Points: Language Arts	CIBS II Assessments
Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader	
<p>Independent: The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, sentences, paragraph) that includes detailed evidence to support why the topic or activity is important</p> <p>Supported: The student will select a favorite topic or activity and write persuasive text (e.g., advertisement, poster, message) that shows why the topic or activity is important</p> <p>Participatory: The student will communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities in real-world situations</p>	L-12 Writing to a Prompt–Persuasive Essay–Grades 6-8
Grades 11–12: Communication	
Penmanship	
Standard: The student engages in the writing process and writes to communicate ideas and experiences	
<p>Independent: The student will use legible handwriting</p> <p>Supported: The student will use legible handwriting</p>	K-3 Quality of Writing – Manuscript and Cursive
Listening and Speaking	
Standard: The student effectively applies listening and speaking strategies.	
<p>Independent: - use effective listening skills and behaviors for a variety of purposes and demonstrate understanding by asking and answering relevant questions about oral presentations</p> <p>Supported: - use effective listening skills and behaviors for a specified purpose and demonstrate understanding by answering relevant questions about oral presentation</p> <p>Participatory: - listen and demonstrate understanding of information in real-world situations</p>	<p>C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form A</p> <p>C-3 Listening Vocabulary Comprehension Grade-Placement Test–Form B</p> <p>C-4I Listens and Comprehends at the Ninth-Grade Level</p> <p>C-5 Listening Observations Checklist</p>
Grades 11–12: Information and Media Literacy	
Informational Text	
Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
<p>Independent: - locate information provided in text features (e.g., table of contents, headings, subheadings, charts and maps, text styles, index, glossary)</p> <p>Supported: - identify information in text features (e.g., title, illustrations, graphics, table of contents, headings various text styles, simple charts and maps, glossary)</p>	<p>R-31 Constructs a Frequency Table</p> <p>R-32 Constructs a Venn Diagram</p> <p>R-33 Constructs a Stem-and-Leaf Plot</p> <p>R-34 Constructs a Circle Graph</p> <p>R-35 Constructs a Line Graph</p> <p>R-36 Constructs a Box-and-Whisker Plot</p>

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Grades 11–12 Access Points: Language Arts	CIBS II Assessments
	R-37 Constructs a Scatter Plot R-38 Constructs a Histogram R-39 Analyzes Data in a Frequency Table R-40 Analyzes Data in a Venn Diagram R-41 Analyzes Data in a Stem-and-Leaf Plot R-42 Analyzes Data in a Circle Graph R-43 Analyzes Data in a Line Graph R-44 Analyzes Data in a Box-and-Whisker Plot R-45 Analyzes Data in a Scatter Plot R-46 Analyzes Data in a Histogram
Research Process	
Standard: The student uses a systematic process for the collection, processing, and presentation of information	
Independent: - locate and obtain information from multiple references or resources (e.g., digital or print texts, maps, charts, graphs, photographs) and use appropriate sources to check the accuracy of information Supported: - locate information (e.g., digital or print texts, charts, photographs) to answer search questions and determine whether content in informational materials is accurate	R-31 Constructs a Frequency Table R-32 Constructs a Venn Diagram R-33 Constructs a Stem-and-Leaf Plot R-34 Constructs a Circle Graph R-35 Constructs a Line Graph R-36 Constructs a Box-and-Whisker Plot R-37 Constructs a Scatter Plot R-38 Constructs a Histogram R-39 Analyzes Data in a Frequency Table R-40 Analyzes Data in a Venn Diagram R-41 Analyzes Data in a Stem-and-Leaf Plot R-42 Analyzes Data in a Circle Graph R-43 Analyzes Data in a Line Graph R-44 Analyzes Data in a Box-and-Whisker Plot R-45 Analyzes Data in a Scatter Plot R-46 Analyzes Data in a Histogram