



**AbleNet's MEville to WEville™
Literacy Program**

Correlated to Florida's Reading & Language Arts Standards with Access Points

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Grade 1 Reading Process

Concepts of Print: The student demonstrates knowledge of the concept of print and how it is organized and read.

<p>LA 1.1.1.1 - locates title, toc, author</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – locate title of a book, identify print, match print to speech... • Supported – recognize sentences are made of words, identify familiar books, name 5 or more letters... • Participatory – attend to print, listen, recognize if book is upside down, respond to book cover 	<p>Teacher Materials: Unit 1 pp 5 – 100 W parts 1 – 3 LNW parts 1- 3 Voc parts 1 – 3 Lit parts 1 – 3 WW parts 1 – 3</p> <p>Student Materials: Unit 1 W-R# 18 – 46, 80 – 87, 105 – 119 LNW-R# 1-3, 48 – 54, 89-92 Voc – R# 4 – 8, 55 – 65, 91 – 96 Lit-R# 14-17, 70-79, 102-103 WW-R# 10 – 13, 67-69, 97-99</p>
<p>LA 1.1.1.2 – distinguish informational text...</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – locate title of a book, identify print, match print to speech... • Supported – recognize sentences are made of words, identify familiar books, name 5 or more letters... • Participatory – attend to print, listen, recognize if book is upside down, respond to book cover 	<p>Teacher Materials: Unit 1 pp 5 – 100 W parts 1 – 3 LNW parts 1- 3 Voc parts 1 – 3 Lit parts 1 – 3 WW parts 1 – 3</p> <p>Student Materials: Unit 1 W-R# 18 – 46, 80 – 87, 105 – 119 LNW-R# 1-3, 48 – 54, 89-92 Voc – R# 4 – 8, 55 – 65, 91 – 96 Lit-R# 14-17, 70-79, 102-103 WW-R# 10 – 13, 67-69, 97-99</p>
<p>Phonemic Awareness: The student demonstrates phonemic awareness</p>	
<p>LA.1.1.3.1 – identify individual phonemes (sounds)...</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – identify syllables, recognize & produce words, recognize & produce rhyming words... • Supported - segment auditory sentences into words, identify if sounds are the same... • Participatory - imitate sounds or rhythm in familiar songs, respond to spoken words.. 	<p>Teacher Materials: Unit 1 LNW parts 1- 3 WW parts 1 – 3</p> <p>Student Materials: Unit1 LNW-R# 1-3, 48 – 54, 89-92 WW-R# 10 – 13, 67-69, 97-99</p>



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Grade 1 Reading Process

Phonics/Word Analysis: The student demonstrates knowledge of the alphabetic principal and applies grade level phonics skills to read text.	
<p>LA.1.1.4.1 – generate sounds from all letters...</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – produces the most common sounds, identify the first letter... • Supported – recognize print as spoken word, identify informational logos/ symbols, identify own first name... • Participatory – student responds to own first name, uses gestures, signs, objects... 	<p>Teacher Materials: Unit 1</p> <p>LNW parts 1- 3 WW parts 1 – 3 Voc – R# 4 – 8, 55 – 65, 91 – 96</p> <p>Student Materials: Unit1</p> <p>LNW-R# 1-3, 48 – 54, 89-92 WW-R# 10 – 13, 67-69, 97-99 Voc – R# 4 – 8, 55 – 65, 91 – 96</p>
Fluency: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
<p>LA.1.1.4.5 – recognize high frequency words;</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – name ten or more letters, read two or more words.. • Supported – name 5 or more letters • Participatory – respond to a familiar person, object or gesture, request continuation of a familiar story, song.... 	<p>Teacher Materials: Unit 1</p> <p>Voc – R# 4 – 8, 55 – 65, 91 – 96</p> <p>LNW parts 1- 3 WW parts 1 – 3</p> <p>Student Materials: Unit1</p> <p>LNW-R# 1-3, 48 – 54, 89-92 WW-R# 10 – 13, 67-69, 97-99 Voc – R# 4 – 8, 55 – 65, 91 – 96</p>
<p>LA.1.1.5.3 – adjust reading rate based on purpose....</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – name ten or more letters, read two or more words.. • Supported – name 5 or more letters • Participatory – respond to a familiar person, object or gesture, request continuation of a familiar story, song.... 	<p>Teacher Materials: Unit 1 pp 5 – 100</p> <p>W parts 1 – 3 LNW parts 1- 3 Voc parts 1 – 3 Lit parts 1 – 3 WW parts 1 – 3</p> <p>Student Materials: Unit 1</p> <p>W-R# 18 – 46, 80 – 87, 105 – 119 LNW-R# 1-3, 48 – 54, 89-92 Voc – R# 4 – 8, 55 – 65, 91 – 96 Lit-R# 14-17, 70-79, 102-103 WW-R# 10 – 13, 67-69, 97-99</p>



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Grade 1 Reading Process

Vocabulary Development: The student uses multiple strategies to develop grade appropriate vocabulary

<p>LA.1.1.6.1 – use new vocabulary that is introduced & taught directly.</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – uses new vocabulary introduced & taught, listen to & talk about stories, use pics/symbols to identify meaning of words... • Supported – uses new vocabulary introduced & taught directly, listens to & interacts with story.. • Participatory – responds to new vocabulary, listens & responds to familiar stories, matches familiar objects to tasks in routine... 	<p>Teacher Materials: Unit 1 pp 5 – 100 W parts 1 – 3 Voc parts 1 – 3 Lit parts 1 – 3 LNW parts 1- 3</p> <p>Student Materials: Unit1 Voc – R# 4 – 8, 55 – 65, 91 – 96 Lit-R# 14-17, 70-79, 102-103 W-R# 18 – 46, 80 – 87, 105 – 119 LNW-R# 1-3, 48 – 54, 89-92</p>
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<p>LA.1.1.6.5 –relate new vocabulary to prior knowledge</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – uses new vocabulary introduced & taught, listen to & talk about stories, use pics/symbols to identify meaning of words... • Supported – uses new vocabulary introduced & taught directly, listens to & interacts with story.. • Participatory – responds to new vocabulary, listens & responds to familiar stories, matches familiar objects to tasks in routine 	<p>Teacher Materials: Unit 1 p 5 – 100 W parts 1 – 3 Voc parts 1 – 3 Lit parts 1 – 3</p> <p>Student Materials: Unit1 Voc – R# 4 – 8, 55 – 65, 91 – 96 Lit-R# 14-17, 70-79, 102-103 W-R# 18 – 46, 80 – 87, 105 – 119</p>
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Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

<p>LA.1.1.7.1 – identify a text’s features (...use to make predictions, ...)</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – makes predictions about a story, identifies characters, objects, actions, etc. in story, identifies similarities & differences... • Supported – identify familiar characters, objects, settings, identify actions pictured in familiar story... 	<p>Teacher Materials: Unit 1 WW parts 1 – 3 W parts 1 – 3 Lit parts 1 – 3</p> <p>Student Materials: Unit1 WW-R# 10 – 13, 67-69, 97-99 W-R# 18 – 46, 80 – 87, 105 – 119 Lit-R# 14-17, 70-79, 102-103</p>
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<p>Participatory – responds to characters or objects & sound effects in read alouds, responds to an objects used in a routine, seeks assistance to clarify meaning of pics/symbols, etc.</p>	
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Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

<p>LA.1.1.7.3 – retell the main idea or essential message</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – makes predictions about a story, identifies characters, objects, actions, etc. in story, identifies similarities & differences... • Supported – identify familiar characters, objects, settings, identify actions pictured in familiar story... • Participatory – responds to characters or objects & sound effects in read alouds, responds to an objects used in a routine, seeks assistance to clarify meaning of pics/symbols, etc. 	<p>Teacher Materials: Unit 1 WW parts 1 – 3 W parts 1 – 3 Lit parts 1 – 3 LNW parts 1- 3</p> <p>Student Materials: Unit1 WW-R# 10 – 13, 67-69, 97-99 W-R# 18 – 46, 80 – 87, 105 – 119 Lit-R# 14-17, 70-79, 102-103 LNW-R# 1-3, 48 – 54, 89-92</p>
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Grade 1 Communication

Listening & Speaking: The student effectively applies listening and speaking strategies

<p>LA.1.5.2.1 - listens attentively & understands direction for performing tasks...</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – listens for information, answers literal questions about information heard. Listens to read alouds, identifies greetings, communicates effectively.. • Supported – listens for information, answers yes/no questions, listens to read alouds, uses basic conversation strategies.. • Participatory – listens to information by following prompts / cues, listens to read alouds, responds to greetings, attends to communication... 	<p>Teacher Materials: Unit 1 pp 5 – 100 W parts 1 – 3 LNW parts 1- 3 Voc parts 1 – 3 Lit parts 1 – 3 WW parts 1 – 3 Action Dictionary & Technology Set Up Guide pp 103 – 143</p> <p>Student Materials: Unit 1 W-R# 18 – 46, 80 – 87, 105 – 119 LNW-R# 1-3, 48 – 54, 89-92 Voc – R# 4 – 8, 55 – 65, 91 – 96 Lit-R# 14-17, 70-79, 102-103 WW-R# 10 – 13, 67-69, 97-99</p>
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Grade 1 Information & Media Literacy

Technology: : The student develops the essential technology skills for using and understanding conventional and current tools, materials, and processes.	
<p>LA.1.6.4.1 - uses appropriate available technology resources to present thoughts, ideas and stories.</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – student uses technology resources to support learning • Supported - student uses technology resources to support learning • Participatory – student will respond to technology resources used 	<p>Teacher Materials: Unit 1 Action Dictionary & Technology Set Up Guide pp 103 – 143 Each lesson provides directions on when & how to use technology</p> <p>Student Materials: Unit1 See Communication Scripts for students to use with technology in each lesson pp 5 – 100 Each lesson provides for a variety of means with which students can communicate.</p>

Grade 3 Reading Process

Phonics/Word Analysis: The student demonstrates knowledge of the alphabetic principal and applies grade level phonics skills to read text.	
<p>LA 3.1.4.4 - use self-correction when subsequent reading indicates an earlier misreading.</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – manipulate individual phonemes, identify segment initial, final & medial phonemes, use self correction.. • Supported – produce common sounds associated with ten or more letters, identify, segment & blend syllables, use self correction... • Participatory - responds to spoken words, gestures, pics.symbols, objects,.. 	<p>Teacher Materials: Unit 1 LNW parts 1- 3 WW parts 1 – 3 Voc – R# 4 – 8, 55 – 65, 91 – 96</p> <p>Student Materials: Unit1 LNW-R# 1-3, 48 – 54, 89-92 WW-R# 10 – 13, 67-69, 97-99 Voc – R# 4 – 8, 55 – 65, 91 – 96</p>





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Grade 3 Reading Process

Fluency: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
<p>LA 3.1.5.2 - adjust reading rate based on purpose, difficulty, form or style.</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – student reads text with high frequency sight words.. • Supported - names ten or more letters, produces letter sounds, reads one syllable words,.. • Participatory - responds consistently to objects, gestures, signs, pics, requests continuation of a familiar daily routine task.. 	<p>Teacher Materials: Unit 1 pp 5 - 100</p> <p>W parts 1 - 3</p> <p>LNW parts 1- 3</p> <p>Voc parts 1 – 3</p> <p>Lit parts 1 – 3</p> <p>WW parts 1 – 3</p> <p>Student Materials: Unit 1</p> <p>W-R# 18 – 46, 80 – 87, 105 - 119</p> <p>LNW-R# 1-3, 48 – 54, 89-92</p> <p>Voc – R# 4 – 8, 55 – 65, 91 - 96</p> <p>Lit-R# 14-17, 70-79, 102-103</p> <p>WW-R# 10 – 13, 67-69, 97-99</p>
Vocabulary Development: The student uses multiple strategies to develop grade appropriate vocabulary	
<p>LA 3.1.6.1 - uses new vocabulary that is introduced & taught</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – uses new vocabulary introduced & taught, listen to & talk about stories, use pics/symbols to identify meaning of words, categorizes key vocab, identifies correct meaning of a word... • Supported – uses new vocabulary introduced & taught directly, listens to & interacts with story, relates new vocabulary to familiar words, uses information from pics/symbols to determine meaning of word..... • Participatory – responds to new vocabulary, listens & responds to familiar stories, matches familiar objects to tasks in routine, identifies familiar persons, objects... 	<p>Teacher Materials: Unit 1 pp 5 - 100</p> <p>W parts 1 - 3</p> <p>Voc parts 1 – 3</p> <p>Lit parts 1 – 3</p> <p>LNW parts 1- 3</p> <p>Student Materials: Unit 1</p> <p>Voc – R# 4 – 8, 55 – 65, 91 - 96</p> <p>Lit-R# 14-17, 70-79, 102-103</p> <p>W-R# 18 – 46, 80 – 87, 105 - 119</p> <p>LNW-R# 1-3, 48 – 54, 89-92</p>



Grade 3 Reading Process

Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.	
<p>LA.3.1.7.1 identifies a text’s features, uses them to make & confirm predictions, & establishes purpose for reading.</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – previews text features (title, subheadings, etc.), identifies authors purpose, identifies explicit info in text, identifies cause & effect relationships, identifies similarities & differences in stories • Supported – preview text features, identify familiar books that tell stories, identify details of who, what, & where, identify similarities. • Participatory – recognize objects, pics, symbols, gestures, referred to, see assistance to clarify meaning, respond to pics of characters, objects or actions 	<p>Teacher Materials: Unit 1 WW parts 1 – 3 W parts 1 - 3 Lit parts 1 – 3 LNW parts 1- 3</p> <p>Student Materials: Unit1 WW-R# 10 – 13, 67-69, 97-99 W-R# 18 – 46, 80 – 87, 105 - 119 Lit-R# 14-17, 70-79, 102-103 LNW-R# 1-3, 48 – 54, 89-92</p>
<p>LA 3.1.7.6 – identifies themes or topics across a variety of fiction / non fiction selections</p> <ul style="list-style-type: none"> • Independent – previews text features (title, subheadings, etc.), identifies authors purpose, identifies explicit info in text, identifies cause & effect relationships, identifies similarities & differences in stories • Supported – preview text features, identify familiar books that tell stories, identify details of who, what, & where, identify similarities. • Participatory – recognize objects, pics, symbols, gestures, referred to, see assistance to clarify meaning, respond to pics of characters, objects or actions. 	<p>Teacher Materials: Unit 1 W parts 1 - 3 Lit parts 1 – 3 LNW parts 1- 3 Voc parts 1 – 3</p> <p>Student Materials: Unit1 W-R# 18 – 46, 80 – 87, 105 - 119 Lit-R# 14-17, 70-79, 102-103 LNW-R# 1-3, 48 – 54, 89-92 Voc – R# 4 – 8, 55 – 65, 91 - 96</p>





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Grade 3 Writing Process

Prewriting: The student will use prewriting strategies to generate ideas and formulate a plan.	
<p>LA.3.3.1.1 generate ideas from multiple sources</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – generates ideas about a pic/symbol related to a desired topic, views pictures for ideas, responds to prompts, listening & group discussion... • Supported – student prewrites using pic/symbols or text about persons objects, actions or events; explores, objects or events to write about.. • Participatory- students associates info, wants, needs with referent objects, gestures, pics, symbols or words 	<p>Teacher Materials: Unit 1 W parts 1 - 3 WW parts 1 – 3</p> <p>Student Materials: Unit1 W-R# 18 – 46, 80 – 87, 105 - 119 WW-R# 10 – 13, 67-69, 97-99</p>

Grade 3 Information & Media Literacy

Technology: The student develops the essential technology skills for using and understanding conventional and current tools, materials, and processes.	
<p>LA 3.6.4.1 - uses appropriate available technologies to enhance communication and achieve a purpose..</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – uses appropriate technologies to enhance communication... • Supported – uses appropriate technologies to enhance communication... • Participatory - uses appropriate technologies to enhance communication... 	<p>Teacher Materials: Unit 1 Action Dictionary & Technology Set Up Guide pp 103 - 143 Each lesson provides directions on when & how to use technology</p> <p>Student Materials: Unit1 See Communication Scripts for students to use with technology in each lesson pp 5 – 100 Each lesson provides for a variety of means with which students can communicate.</p>



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Grade 5 Reading Process

Phonics/Word Analysis: The student demonstrates knowledge of the alphabetic principal and applies grade level phonics skills to read text.	
LA.5.1.4.2 - recognize structural analysis; Access points <ul style="list-style-type: none"> • Independent – recognize high frequency words with irregular spellings, use self-correction in misreadings, ... • Supported – identify, blend & segment CVC words, recognize high frequency words, ... • Participatory – respond to pics or symbols paired with spoken words ... 	Teacher Materials: Unit 1 LNW parts 1- 3 WW parts 1 – 3 Voc – R# 4 – 8, 55 – 65, 91 – 96 Student Materials: Unit1 LNW-R# 1-3, 48 – 54, 89-92 WW-R# 10 – 13, 67-69, 97-99 Voc – R# 4 – 8, 55 – 65, 91 – 96
Fluency: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
LA. 5.1.5.2 - adjust reading rate based on purpose, text difficulty, form and style Access points <ul style="list-style-type: none"> • Independent – student will read text with high frequency sight words.. • Supported – students will read simple text with high frequency words.. • Participatory – student will respond to pics / symbols of persons, objects or events in familiar stories & activities... 	Teacher Materials: Unit 1 pp 5 - 100 W parts 1 - 3 LNW parts 1- 3 Voc parts 1 – 3 Lit parts 1 – 3 WW parts 1 – 3 Student Materials: Unit 1 W-R# 18 – 46, 80 – 87, 105 - 119 LNW-R# 1-3, 48 – 54, 89-92 Voc – R# 4 – 8, 55 – 65, 91 - 96 Lit-R# 14-17, 70-79, 102-103 WW-R# 10 – 13, 67-69, 97-99
Vocabulary Development: The student uses multiple strategies to develop grade appropriate vocabulary	
LA.5.1.6.1 – use new vocabulary that is introduced & taught directly Access points <ul style="list-style-type: none"> • Independent – use new vocabulary that is introduced & taught directly, listen to , read & discuss stories, use context clues, relate new vocab to familiar words, ... • Supported – use new vocabulary that is introduced & taught, listen to , read & talk about stories, use info from print or visual reference materials to determine meaning,.. • Participatory – respond to new vocabulary that is introduced & taught, identify persons, objects and actions by name in daily activities... 	Teacher Materials: Unit 1 pp 5 - 100 W parts 1 - 3 Voc parts 1 – 3 Lit parts 1 – 3 LNW parts 1- 3 Student Materials: Unit 1 Voc – R# 4 – 8, 55 – 65, 91 - 96 Lit-R# 14-17, 70-79, 102-103 W-R# 18 – 46, 80 – 87, 105 - 119 LNW-R# 1-3, 48 – 54, 89-92





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Grade 5 Reading Process

<p>LA.5.1.6.2 – listen to , read, and discuss familiar and conceptually challenging text...</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – use new vocabulary that is introduced & taught directly, listen to , read & discuss stories, use context clues, relate new vocab to familiar words, ... • Supported – use new vocabulary that is introduced & taught, listen to , read & talk about stories, use info from print or visual reference materials to determine meaning,.. • Participatory – respond to new vocabulary that is introduced & taught, identify persons, objects and actions by name in daily activities... 	<p>Teacher Materials: Unit 1 pp 5 - 100 W parts 1 - 3 Voc parts 1 – 3 Lit parts 1 – 3 LNW parts 1- 3</p> <p>Student Materials: Unit 1 Voc – R# 4 – 8, 55 – 65, 91 - 96 Lit-R# 14-17, 70-79, 102-103 W-R# 18 – 46, 80 – 87, 105 - 119 LNW-R# 1-3, 48 – 54, 89-92</p>
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Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.	
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<p>LA.5.1.7.3 -determine the main idea or essential message..</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – preview text features to make predictions of content & purpose, identify explicit information in text, identify the essential message or topic in text,... • Supported – identify explicit information or ideas n text, preview text features to make predictions, sort familiar books into categories, identify differences in characters, actions, objects,... • Participatory – identify illustrations of characters or objects in read aloud stories, respond to feelings expressed in read aloud stories, use pics / symbols to respond or make predictions,... 	<p>Teacher Materials: Unit 1 W parts 1 - 3 Lit parts 1 – 3 LNW parts 1- 3 Voc parts 1 – 3</p> <p>Student Materials: Unit1 W-R# 18 – 46, 80 – 87, 105 - 119 Lit-R# 14-17, 70-79, 102-103 LNW-R# 1-3, 48 – 54, 89-92 Voc – R# 4 – 8, 55 – 65, 91 - 96</p>
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Grade 5 Reading Process

LA.5.1.7.6 - identify themes or topics across a variety of ...selections

Access points

- **Independent** – preview text features to make predictions of content & purpose, identify explicit information in text, identify the essential message or topic in text,...
- **Supported** – identify explicit information or ideas in text, preview text features to make predictions, sort familiar books into categories, identify differences in characters, actions, objects,...
- **Participatory** – identify illustrations of characters or objects in read aloud stories, respond to feelings expressed in read aloud stories, use pics / symbols to respond or make predictions,...

Teacher Materials: Unit 1

W parts 1 - 3

Lit parts 1 – 3

LNW parts 1- 3

Voc parts 1 – 3

Student Materials: Unit1

W-R# 18 – 46, 80 – 87, 105 - 119

Lit-R# 14-17, 70-79, 102-103

LNW-R# 1-3, 48 – 54, 89-92

Voc – R# 4 – 8, 55 – 65, 91 - 96





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Grade 5 Writing Process

Drafting: The Student will write a draft appropriate to the topic, audience and purpose.	
<p>LA.5.3.2.1 – using a prewriting plan to focus on the main idea ...</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – use a prewriting plan to develop ideas related to the topic, include beginning, middle & end • Supported – creating a picture & dictating a story or description, organizing ideas for writing,.. • Participatory – make initial attempts to communicate preferences or information about familiar activities using pics, symbols or words 	<p><u>Teacher Materials:</u> Unit 1 W parts 1 - 3 WW parts 1 – 3</p> <p><u>Student Materials:</u> Unit1 W-R# 18 – 46, 80 – 87, 105 - 119 WW-R# 10 – 13, 67-69, 97-99</p>

Grade 5 Information & Media Literacy

Technology: The student develops the essential technology skills for using and understanding conventional and current tools, materials, and processes.	
<p>LA5.6.4.1 - select and use appropriate available technologies to enhance communication & achieve a purpose</p> <p>Access points</p> <ul style="list-style-type: none"> • Independent – use appropriate available technology to enhance communication • Supported - use appropriate available technology to enhance communication • Participatory - use appropriate available technology to enhance communication 	<p><u>Teacher Materials:</u> Unit 1 Action Dictionary & Technology Set Up Guide pp 103 - 143 Each lesson provides directions on when & how to use technology</p> <p><u>Student Materials:</u> Unit1 See Communication Scripts for students to use with technology in each lesson pp 5 – 100 Each lesson provides for a variety of means with which students can communicate.</p>

