

# LANGUAGE ARTS CONTENT AREA SKILLS

## Horizontal and Vertical Curriculum Progression

### Vocabulary

PRIMARY	INTERMEDIATE	MIDDLE SCHOOL	HIGH SCHOOL/TRANSITION
Match colors to color words, shapes to shape words, and numbers to number words.	Read color words, shape words, and number words for numbers 0–20.	Read number words for numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100.	
	Read personal information words.		
Identify words, signs, pictures, and symbols commonly seen in everyday life.	Read words and signs commonly seen in everyday life.	Understand grocery store and fast food words.	Use common signs and emergency words in context.
Categorize words by topic (e.g., colors or groups).	Make a selection of a name, a word, or an action related to a topic.	Identify food, cooking, grocery store, and menu words.	Use food, cooking, grocery store, and menu words in context.
Respond to positional words.	Read positional words and identify opposites.	Identify words associated with the world of work.	Use employee and employer words in context.
Identify basic wants and needs using pictures, “yes” or “no” answers, sign language, etc.	Communicate wants and needs.	Identify and understand the meanings of transition words (e.g., “finally,” “meanwhile,” and “after”).	Use transition words in context.
Read high-frequency sight words.	Read and state personal information.	Identify and understand the meanings of community words.	Use community words in context.
Use theme-related and story-related vocabulary.	Match survival signs.	Identify abbreviations for words commonly used in everyday life.	Use abbreviations for words commonly used in everyday life and on the job.

# LANGUAGE ARTS APPLICATION SKILLS

**Intermediate**

**Grades 3–5**



- Restate information from a reading selection.
- Read personal information words.
- Retell a story in own words.
- Match pictures or symbols representing words that have similar or opposite meanings.
- Read positional words and identify opposites.
- Identify words that have similar and/or opposite meanings.
- Use print or electronic resources to find the meanings of words.
- Use a talking word processor or another electronic resource (e.g., a talking dictionary) to find word meanings or pronunciations.
- Demonstrate an understanding of words or symbols within routine situations.

## **Use various resources to improve comprehension of vocabulary.**

- Listen to informational text and answer specific questions.
- Read or explore books for extended periods of time.
- Use print or electronic resources to find the meanings of words.
- Use a talking word processor or another electronic resource (e.g., a talking dictionary) to find word meanings or pronunciations.

## **READING DEVELOPMENT**

### **Make use of reading-comprehension methods, summarize, formulate predictions, and draw conclusions.**

- Choose a picture related to a story or other information read.
- Independently read materials for various purposes.
- Read for an identified purpose.
- Answer *wh*- questions about material read.
- Verbally retell a story or explain information read.
- Predict what will happen before and after.
- Use picture symbols or words to sequence an event or a task.
- Retell events from a story.
- Select and use appropriate text to complete an activity.
- Use text and/or picture materials to complete daily living tasks.

### **Answer questions to show comprehension.**

- Answer *wh*- questions about material read.
- Respond to literature by answering questions.