

## Alignment Worksheet – Elementary Example

Student Name: London	Grade: 3
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GPS Content Area: <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">ELA</span> M S SS
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<b>Enduring Understanding(s):</b> (2) Reading expands our horizons and gives us pleasure.
(6) As we develop more complex reading skills, we become increasingly independent and critical readers.

<b>Essential Question(s):</b> (2) Why does expanding our vocabulary enhance our reading competency? (6) How can we tell when we are becoming independent and critical readers?

<b>Standard(s):</b> 3R3 – The student uses a variety of strategies to gain meaning from grade-level texts.

<b>Element(s):</b> (a) Reads a variety of texts for information and pleasure.
(b) Makes predictions from text content.

Key: ELA – English Language Arts; M – Math; S – Science; SS – Social Studies

IEP Objective(s):	F	ANA	A/A
Touch switch with cheek when prompted	x		
Use eye gaze to look at 2 items that are the same		x	
Use AAC to (a) request more reading be done within 10 seconds of stopping and (b) will not hit switch when told “the end”.			x

<b>How does the aligned objective(s) meet the enduring understanding(s) and essential question(s) of the Standard(s)?</b>
London becomes a more independent reader as she activates her AAC device. She lets others know that she heard the story, understands that there is more to come, and wants to know what happens next. She will also show that she understands the concept of “ending” in a story.

Key: F – Functional; ANA – Academic, Not aligned; A/A – Academic and Aligned