

Essential Element Alignment SAMPLE—SCIENCE Elementary, Middle School, High School

Elementary—Physical Science

Structure and Properties of Matter		Styer-Fitzgerald Program for Functional Academics			
Essential Element		Skill Area	Long-Term Goal	Short-Term Objective	Suggestions
5-PS1-2	<p>Target Level: Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.</p> <p>Precursor Level: Compare the weight of an object before and after it changes from a liquid to a solid and from a solid to a liquid.</p> <p>Initial Level: Recognize the change in state from liquid to solid or from solid to liquid of the same material.</p>	Location Concepts: Tiers 1-4	Identify and understand location concepts.	Identify ___ (e.g., 5) concepts from Tier ___ (e.g., 1).	Have a discussion and/or conduct a science experiment involving water and ice.
		Location Concepts: Concept-to-Word Comprehension	Student will comprehend words for locations.	Student will connect ___ (e.g., 5) words to location concepts.	Create sight words and/or picture cards and add the concepts of warm/cold, wet/dry, solid/liquid, etc. Have students compare the different conditions when participating in the experiment by asking questions and having them identify the relevant words/concepts.
		Functional Reading: Sight Words (Phase I & II)	Read words in a variety of settings and read short stories.	Read ___ (e.g., 10) sight words from list ___ (e.g., E-Animals).	For students with higher level reading skills, use the reading comprehension and building proficiency lesson plans, short story templates, and modifiable worksheets to create comprehension questions related to the standard. Use pictures when needed.
		Functional Reading: Reading Comprehension	Student will read short stories and answer comprehension questions.	Student will answer <i>where, when, who, what, and why</i> questions.	
		Functional Reading: Building Proficiency	Student will use various media to answer comprehension questions.	Student will answer <i>where, when, who, what, and why</i> questions.	

Middle School—Earth and Space

Range of Reading & Level of Text Complexity		Styer-Fitzgerald Program for Functional Academics			
Essential Element		Skill Area	Long-Term Goal	Short-Term Objective	Suggestions
ESS3-3	<p>Target Level: Develop a plan to monitor and minimize a human impact on the local environment (e.g., water, land, pollution).</p> <p>Precursor Level: Recognize ways in which humans impact the environment (e.g., agriculture, pollution, recycling, city growth).</p> <p>Initial Level: Recognize resources (e.g., food, water, shelter, air) in the local environment that are important for human life.</p>	Functional Reading: Sight Words (Phase I & II)	Read words in a variety of settings and read short stories.	Read ___ (e.g., 10) sight words from list ___ (e.g., 1-Community).	As students are learning sight words, add words or picture cards with natural resources such as soil, natural gas, salt, etc., that can be used to fulfill the requirements of the specific standards.
		Functional Reading: Sight Word Comprehension	Comprehend sight words in context.	Find sight words in shopping ads, banking slips, job applications, apps, and online.	Have students sort or match the sight words/pictures of natural resources.
		Functional Reading: Finding Information	Use various media to gather information about community events, leisure activities, and day-to-day responsibilities.	Use the Internet, newspaper, and local ads to answer questions.	And/or
		Functional Reading: Applying Information	Use various media to gather information, plan leisure activities, and problem solve.	Use the Internet, newspaper, and phone to add ___ (e.g., 3) preferred activities to the Student Portfolio.	Use one of the lesson's modifiable worksheets found on the Program flash drive or in the Shared Resources section of the Styer-Fitzgerald website to create activities and/or comprehension questions related to both standards.
		Functional Reading: Current Events (Phase I & II)	Read the newspaper, Internet, school newsletters, etc., and answer questions.	Answer <i>where, when, and who</i> questions.	

High School—Life Science

Production & Distribution of Writing		Styer-Fitzgerald Program for Functional Academics			
Essential Element		Skill Area	Long-Term Goal	Short-Term Objective	Suggestions
LS1-2	<p>Target Level: Use a model to illustrate the organization and interaction of major organs into systems (e.g., circulatory, respiratory, digestive, sensory) in the body to provide specific functions.</p> <p>Precursor Level: Identify which organs work for a specific function.</p> <p>Initial Level: Recognize that different organs have different functions.</p>	Functional Reading: Sight Words (Phase I & II)	Read words in a variety of settings in the community.	Read ___ (e.g., 10) sight words from list ___ (e.g., 1-Community Access).	Sight words can be body parts or pictures of body parts. Test for comprehension by periodically having students match the sight word or picture to his or her body part. All of these programs can be adapted to support more specifically the demands of the standard.
		Functional Reading: Finding Information	Student will use various media to gather information about community events, leisure activities, and day-to-day responsibilities.	Student will use the Internet, newspaper, and local ads to answer questions.	
		Functional Reading: Applying Information	Student will use various media to gather information, plan leisure activities, and problem solve.	Student will use the Internet, newspaper, and phone to add ___ (e.g., 3) preferred activities to the Student Portfolio.	
		Functional Reading: Current Events (Phase I & II)	Student will read the newspaper, Internet, newsletters, etc., & answer questions about current events.	Student will answer <i>where, when, who, what, and why</i> questions.	