



CHAPTER SIX: Alternate Performance Indicators—Grades 6–8

Content Area	Title of Strand	Grade Focus
Mathematics	<ul style="list-style-type: none"> • Numbers and Operations (NO) 	Required at all grade levels
	<ul style="list-style-type: none"> • Data and Probability (DP) 	Required for middle school
Communication Arts	<ul style="list-style-type: none"> • Reading: Develop and apply skills and strategies to the reading process (RD and/or RP) 	Required at all grade levels
	<ul style="list-style-type: none"> • Writing: Apply a writing process in composing text or write effectively in various forms and types of writing (WP) 	Required for middle school and high school

Mathematics											
Strand 1 (NO)						Strand 2 (DP)					
API 1			API 2			API 1			API 2		
Data Sheet			Data Sheet			Data Sheet			Data Sheet		
CP 1	CP 2	CP 3	CP 1	CP 2	CP 3	CP 1	CP 2	CP 3	CP 1	CP 2	CP 3
WS	WS	WS	WS	WS	WS	WS	WS	WS	WS	WS	WS

Communication Arts											
Strand 1 (RD and/or RP)						Strand 2 (WP)					
API 1			API 2			API 1			API 2		
Data Sheet			Data Sheet			Data Sheet			Data Sheet		
CP 1	CP 2	CP 3	CP 1	CP 2	CP 3	CP 1	CP 2	CP 3	CP 1	CP 2	CP 3
WS	WS	WS	WS	WS	WS	WS	WS	WS	WS	WS	WS

CP—Collection Period
 WS—Work Sample



Mathematics for Grades 6-8
Strand 1: Numbers and Operations (Select 2 APIs)

		Alternate Performance Indicators (APIs)
1 Understand numbers, ways of representing numbers, relationships among numbers and number systems	A Read, write, and compare numbers	<p>Count and recognize “how many” in a set of objects.</p> <p>NO1.0. Explore quantity using manipulatives.</p> <p>NO1.1. Represent and number small collections (1 to 4 items).</p> <ul style="list-style-type: none"> a. Recognize a small collection of 1 or 2 items (e.g., pointing to 1 or 2 items). b. Recognize a small collection up to 4 items. c. Show 1 or 2 items (e.g., responds to a verbal request for 1 or 2 items by offering quantity or holding up 1 or 2 fingers). d. Show up to four items (e.g., responds to a verbal request for 4 items by offering quantity or holding up 4 fingers). <p>NO1.2. Use number words together to create the counting sequence by 1s.</p> <ul style="list-style-type: none"> a. Start counting sequence with 1 (e.g., 1, 2, ...) b. Use counting sequence to show correct sequence up to 100. <p>NO1.3. Use the counting sequence to enumerate (count 1 by 1) a collection and to identify “how many” items in a collection.</p> <ul style="list-style-type: none"> a. Demonstrate 1-to-1 correspondence between objects and counting words. b. Keep track of counted and uncounted objects so that each object is tagged only once. <p>NO1.4. Represent and number collections of items.</p> <ul style="list-style-type: none"> a. Show 1 to 100 items. b. Demonstrate that the final number said when counting objects is the quantity of the set (cardinality). <p>NO1.5. Flexibly cite numbers for counting.</p> <ul style="list-style-type: none"> a. Count by 1s forward from a number other than 1. b. Indicate the number after a specified count term (e.g., “What comes after 1, 2, 3, 4, and 5?” “Say the numbers after 23.”). c. Count by ones backwards (e.g. 10, 9, 8, ...). d. Indicate the number before a specified count term (e.g., “What number comes before 23?”). (e.g., uses number chart). <p>Read, write and compare whole numbers.</p> <p>NO1.6. Represent a number or quantity (e.g., tap, draw objects, or tallies, etc.)</p> <p>NO1.7. Discriminate between numerals and other printed symbols.</p>



		<p>NO1.8. Identify/recognize numerals 1 through 10 (e.g., point out a 5, given choice of numerals).</p> <p>NO1.9. Communicate numerals 1 through 9 (e.g., write, use number cards, communication board, etc.).</p> <p>NO1.10. Use numerals 1 through 9 to represent the cardinal value (how many) of a collection.</p> <p>NO1.11. Appropriately label the quantity of an empty set (e.g., "0", "none", "nothing").</p> <p>NO1.12. Identify a 2-digit number.</p> <p>NO1.13. Communicate 2-digit numbers.</p> <p>NO1.14. Use written numbers or words up to 100 to represent the cardinal value of a collection.</p> <p>NO1.15. Identify a 3-digit number.</p> <p>NO1.16. Communicate 3-digit numbers.</p> <p>NO1.17. Identify the larger of 2 written numbers.</p> <p>Compare whole numbers.</p> <p>NO1.18. Recognize or request more and less of something (e.g., identify which glass has more or less milk).</p> <p>NO1.19. Compares 2 quantities (up to 4 items) as same or more. The perceptual cue for the arrangement of objects needs to be salient (e.g., organizing objects in 2 side-by-side rows).</p> <p>NO1.20. Use counting to compare 2 quantities (up to 4 items) as same or more (number-identity principle).</p> <p>NO1.21. Recognize equivalent collections of 2 or more items despite appearances and/or arrangement (number conservation).</p> <p>NO1.22. Use <i>larger number principle</i>: The later a number (word or symbol) appears in the counting sequence, the larger the collection it represents. (e.g., make total comparisons of "more" or "less" for 2 collections with 1 collection equaling 5, 10, or up to 50 items).</p> <p>NO1.23. Demonstrate an understanding of the relation of inequality when comparing whole numbers by using "1 more," "1 less," "10 more," and/or "10 less."</p> <p>NO1.24. Compare whole numbers to each other or to landmark whole numbers (e.g., 10, 25 or 50).</p> <p>NO1.25. Identify the larger of 2 written numbers.</p> <p>NO1.26. Associate the number 0 with empty sets.</p>
	<p>B Represent and use rational numbers</p>	<p>Represents commonly used fractions ($1/2$, $1/3$, $1/4$).</p> <p>NO2.1. Demonstrate an understanding of a whole unit (e.g., Show 1 whole brownie [area model], identifies 2 children sitting at the table [discrete model]).</p> <p>NO2.2. Show that fractional parts are equal shares or equal-sized portions of a whole unit using area models and discrete models (e.g., show a fair share of a cookie; fold a piece of paper into 2</p>



		<p>halves, identify 2 out of 4 children wearing a blue shirt, etc.).</p> <p>a. Explore fractions using manipulatives.</p> <p>NO2.3. Recognize everyday uses of fractional parts with area models and/or discrete models using $\frac{1}{4}$, $\frac{1}{2}$, (e.g., identify half of an apple; using pattern blocks, identifies a trapezoid on top of a hexagon as being half of the hexagon).</p> <p>NO2.4. Identify the relationship between the denominator and the whole (e.g., identify how many parts to the whole).</p> <p>NO2.5. Identify the relationship between the numerator and the whole (e.g., identify how many parts are shaded within the whole).</p> <p>NO2.6. Compare fractions by comparing portions with 2 area models (e.g., compares 2 shaded rectangles and identifies which has more shaded parts).</p> <p>Recognize commonly used forms of fractions, decimals, and percents.</p> <p>NO2.7. Recognize fractional parts with area models and/or discrete models using $\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, or $\frac{3}{4}$ (e.g., identify a rectangle that has 3 of 4 parts shaded).</p> <p>NO2.8. Identify decimals as a money notation.</p> <p>NO2.9. Demonstrate the decimal number represents how many out of 100 (e.g., show 10 pennies out of 100).</p> <p>NO2.10. Identify percent notation.</p>
	<p>C Compose and decompose numbers</p>	<p>Connect number words (orally) and quantities they represent. First see counts and recognize how many in a set of objects.</p> <p>NO3.1. Demonstrate that 1 symbol can represent the whole amount (cardinality).</p> <p>Compose or decompose numbers using known facts.</p> <p>NO3.2. Nonverbally demonstrates combining and separating problems.</p> <p>a. Add 1 item to another item.</p> <p>b. Subtract 1 item from 2 items.</p> <p>NO3.3. Use representations such as concrete materials or pictures to solve addition and subtraction situation problems (joining actions, separating actions, part-part whole relationships and comparison situations).</p> <p>a. Use sums up to 6 and corresponding differences.</p> <p>b. Use sums up to 10 and corresponding differences.</p> <p>c. Use sums up to 18 and corresponding differences.</p> <p>d. Connect correct symbols to operations (e.g., +, -, etc.).</p> <p>NO3.4. Demonstrate composition and decomposition of numbers without direct modeling (e.g., 5 is</p>



		<p>the same as $2+3$).</p> <p>NO3.5. Translate addition and subtraction word problems and their solutions into a number sentence (e.g., $8+2=10$).</p> <p>NO3.6. Use strategies to reason out unknown sums to 18 and their subtraction counterparts (e.g., double plus or minus, making 10s, using compensation, using known facts).</p> <p>NO3.7. Use a calculator to demonstrate composition and decomposition of 1- and 2-digit numbers.</p> <p>Recognize equivalent representations for the same numbers.</p> <p>NO3.8. Represent quantities in different ways (part-whole relations) (e.g., $14=7+7$; $14=9+5$; $14=10+4$).</p> <p>NO3.9. Represent numbers in an expanded form (e.g., $10+7$).</p>
	<p>D Classify and describe numeric relationships</p>	<p>Skip counts by 5s and 10s.</p> <p>NO4.1. Demonstrate an understanding of grouping</p> <p>NO4.2. Skip count by 5s and 10s using concrete and semi-concrete materials (e.g., using a 100s chart).</p> <p>NO4.3. Demonstrate an understanding that “10” is a special unit within the base-10 systems (Unitizing- 10 represents 1 unit).</p> <p>NO4.4. Skip-count by 10s starting with a number other than a multiple of 10 (e.g., uses a 100s chart to count by 10s).</p> <p>Classify numbers by their characteristics (e.g., odds, evens, multiples, etc.).</p> <p>NO4.5. Identify odd and even numbers.</p> <p>NO4.6. Show multiples of a number by skip-counting (e.g., skip-counting on a 100s chart).</p>
<p>2 Understand meanings of operations and how they relate to one another</p>	<p>A Represent operations</p>	<p>Represent a given situation involving addition and subtraction.</p> <p>NO5.1. Nonverbally demonstrates combining problems.</p> <ol style="list-style-type: none"> Add a set to another set. Subtract some items from a larger set. <p>NO5.2. Use representations such as concrete materials or pictures to solve addition and subtraction situation problems (joining actions, separating actions, part-part whole relationships and comparison situations).</p> <ol style="list-style-type: none"> Use sums up to 6 and corresponding differences. Use sums up to 10 and corresponding differences. Use sums up to 18 and corresponding differences. Connect correct symbols to operation (e.g., $+$, $=$). <p>NO5.3. Demonstrate adding and subtracting numbers without using manipulatives.</p> <p>NO5.4. Translate addition and subtraction situation problems and their solutions into a number</p>



		<p>sentence (e.g., $14+7=21$).</p> <p>Represent a given situation involving multiplication using sets and arrays.</p> <p>NO5.5. Recognize grouping situations.</p> <p>NO5.6. Group a small collection (e.g., makes 2 groups with concrete materials) but counts by 1s.</p> <p>NO5.7. Represent multiplication situations with arrays or sets.</p> <p>NO5.8. Represent multiplication situations as repeated addition.</p>
	<p>B Describe effects of operations</p>	<p>Describe the effects of adding and subtracting whole numbers as well as the relationship between the operations.</p> <p>NO6.1. Verbally describes and demonstrates combining and separating problems.</p> <p>a. Add a set to another set.</p> <p>b. Subtract some items from a larger set.</p> <p>NO6.2. Use representations such as concrete materials or pictures to describe addition and subtraction situation problems (joining actions, separating actions, part-part whole relationships, and comparison situations).</p> <p>a. Use sums up to 6 and corresponding differences.</p> <p>b. Use sums up to 10 and corresponding differences.</p> <p>c. Use sums up to 18 and corresponding differences.</p>
	<p>C Apply properties of operations</p>	<p>NO7.1. Recognize $3+5=5+3$ (commutative of addition).</p> <p>NO7.2. Recognize that when adding 3 or more numbers it does not matter whether the first pair or the last pair is added first (associative for addition). For example, $(3+5)+2 = 3+(5+2)$.</p>
<p>3 Compute fluently and make reasonable estimates</p>	<p>A Describe or represent mental strategies</p>	<p>Recognize numerals.</p> <p>NO8.1. Represent a number or a quantity (e.g., tap, draw objects or tallies, etc.).</p> <p>NO8.2. Discriminate between numerals and other printed symbols.</p> <p>NO8.3. Identify/recognize numerals 1 through 10 (e.g., point out a 5, given a choice of numerals).</p> <p>NO8.4. Communicate numerals 1 through 9 (e.g., write, use number cards, communication board, etc.).</p> <p>NO8.5. Identify a 2-digit number.</p> <p>NO8.6. Communicate 2-digit numbers.</p> <p>NO8.7. Identify a 3-digit number</p> <p>NO8.8. Communicate 3-digit numbers</p> <p>Describe or represent a mental strategy to solve a quantitative problem.</p> <p>NO8.9. Use concrete materials (e.g., cubes) to show 1 or 2 more or less than the original number.</p> <p>NO8.10. Use semi-concrete materials (e.g., number charts, number line, etc.) to show 1 or 2 more or</p>



		<p>less than the original number (e.g., identify 2 more than the number 16 using a 100s chart).</p> <p>NO8.11. Use counting on and counting down or up strategies to solve addition and subtraction problems.</p> <p>NO8.12. Fluently know number combinations (1 through 10) for addition and subtraction.</p> <p>NO8.13. Use strategies to reason out unknown sums to 20 and their subtraction counterparts (e.g., double plus or minus, making 10s, using compensation, using known facts).</p> <p>NO8.14. Use concrete materials to show addition or subtraction with 2-digit multiples of 10.</p> <p>NO8.15. Use semi-concrete materials to show addition or subtraction with 2-digit multiples of 10.</p> <p>NO8.16. Use counting on and counting down or up strategies by 10 more or less than the original number to solve addition or subtraction problems with multiples of 10.</p> <p>NO8.17. Make change from \$1.00 or less.</p>
	<p>B Develop and demonstrate fluency with basic numbers</p>	<p>Develop and demonstrate fluency with basic number combinations (addition and subtraction) and multiplication.</p> <p>NO9.1. Use concrete materials (e.g., cubes) to show 1 or 2 more or less than the original number.</p> <p>NO9.2. Use semi-concrete materials (e.g., number charts, number line, etc.) to show 1 or 2 more or less than the original number (e.g., identify 2 more than the number 16 using a 100s chart).</p> <p>NO9.3. Use counting on and counting down or up strategies to solve addition and subtraction problems.</p> <p>NO9.4. Develop fluency with basic number relationships of addition and subtraction for sums up to 10.</p> <p>NO9.5. Use strategies to reason out unknown sums to 20 and their subtraction counterparts (e.g., double plus or minus, making 10s, using compensation, using known facts).</p> <p>Multiplication</p> <p>NO9.6. Recognize grouping situations</p> <p>NO9.7. Group a small collection (e.g., make 2 groups of 2 with concrete materials).</p> <p>NO9.8. Use representations such as concrete materials or pictures to represent a multiplication situation.</p> <p>NO9.9. Show multiples of a number by skip-counting (e.g., skip-counting on a 100s chart).</p> <p>NO9.10. Model multiplication situations with repeated addition or with an array.</p> <p>NO9.11. Use strategies to identify multiplication combinations.</p>
	<p>C Apply strategies to compute</p>	<p>Apply strategies to compute (addition and subtraction and multiplication).</p> <p>NO10.1. Use strategies to reason out unknown sums up to 20 and their subtraction counterparts (e.g., double plus or minus, making 10s, using compensation, using known facts).</p>



		<p>NO10.2. Use concrete materials to show addition or subtraction with 2-digit multiples of 10.</p> <p>NO10.3. Use semi-concrete materials to show addition or subtraction with 2-digit multiples of 10.</p> <p>NO10.4. Use counting on and counting down or up strategies by 10 more or less than the original number to solve addition or subtraction problems.</p> <p>NO10.5. Compute with the operations of addition and/or subtraction.</p> <p>Multiplication</p> <p>NO10.6. Recognize grouping situations.</p> <p>NO10.7. Group a small collection (e.g., make 2 groups of 2 with concrete materials).</p> <p>NO10.8. Use representations such as concrete materials or pictures to represent a multiplication situation.</p> <p>NO10.9. Show multiples of a number by skip-counting (e.g., skip-counting on a 100s chart).</p> <p>NO10.10. Represent multiplication situations with repeated addition or with an array.</p> <p>NO10.11. Use strategies to identify multiplication combinations.</p> <p>NO10.12. Compute with the operations of multiplication.</p>
	<p>D Estimate and justify solution</p>	<p>Estimate a solution to a problem (addition and subtraction and multiplication).</p> <p>NO11.1. Use comparisons to estimate size (e.g. as big as a ...).</p> <p>NO11.2. Identify more or less.</p> <p>NO11.3. Determine which given number is closer to the amount in a given set of 5, 10, or 20 (e.g., "Is this number closer to 10 or 20?").</p> <p>NO11.4. Without counting, identify a reasonable quantity when estimating the amount of objects in a given set of 5 or 10.</p> <p>NO11.5. Estimate a solution to an addition or subtraction problem (e.g., "Is $9 + 9$ closer to 10 or 20?").</p> <p>NO11.6. Estimate a solution to a multiplication problem (e.g., "2 groups of 9 equal 18. Would 3 groups of 9 be closer to 20 or 30?").</p>



Mathematics for Grades 6-8
Strand 2: Data and Probability (Select 2 APIs)

		Alternate Performance Indicators (APIs)
<p align="center">1</p> <p>Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them</p>	<p align="center">A</p> <p>Formulate questions</p>	<p>Develop procedures to address a given question.</p> <p>DP1.1. Formulate questions that can be addressed with data collection.</p> <ul style="list-style-type: none"> a. Identify what information would be interesting to know (e.g., favorite television show, favorite ice cream, number of pets, teeth lost, etc.). b. Pose a question to find information (e.g., "How many pets do you have?"). <p>DP1.2. Collect data.</p> <ul style="list-style-type: none"> a. Attend to another person collecting and recording data. b. Indicate an awareness of collections within the environment. c. When given a problem or situation, determine the data that must be collected. d. Identify where and how to collect the data (e.g., ask classmates; use counts and tallies). e. Identify how much data to collect.
	<p align="center">B</p> <p>Classify and organize data</p>	<p>Sort and classify items according to their attributes.</p> <p>DP2.1. Make decisions on how to classify data.</p> <ul style="list-style-type: none"> a. Given a class of objects, engage with informal sorting experiences (e.g., help put away groceries, sort blocks by a chosen attribute, etc.). b. Engage in sorting activities that focus on identified attributes of objects (e.g., sorting by color, play sorting games).
	<p align="center">C</p> <p>Represent and interpret data</p>	<p>Represent data using pictures and bar graphs.</p> <p>DP3.1. Represent data.</p> <ul style="list-style-type: none"> a. Attend to charts, graphs, or tables. b. Represent a small data set with physical objects. c. Demonstrate awareness that symbols may be used to represent objects and events (e.g., picture of ice cream cones represent favorite flavor of ice cream). d. Display data using a variety of representations (e.g., pictures and bar graphs). <p>DP3.2. Interpret data.</p> <ul style="list-style-type: none"> a. Attend to a display of data. b. Make observational statements about the data (identifying which category in the data set has the most).



<p>2 Select and use appropriate statistical methods to analyze data</p>	<p>A Describe and analyze data</p>	<p>Analyze data for patterns. Describe important features of the data. DP4.1. Describe and analyze data. a. Indicate an understanding of comparison words to describe collections in the school setting (e.g., more, most, less, fewer, same, none, larger, smaller, middle, etc.). b. Use comparison words to describe collections in the school setting (e.g., more, most, less, fewer, same, none, larger, smaller, middle, etc.). c. Determine which category has the most.</p>
<p>3 Develop and evaluate inferences and predictions that are based on data</p>	<p>A Develop and evaluate inferences</p>	<p>Given a set of data, propose and justify a conclusion that is based on the data. DP6.1. Discuss and make predictions. a. Attend to discussions using prediction language such as “likely” and “unlikely.” b. Discuss events related to previous experiences, using prediction language such as “likely” and “unlikely.” c. Justify a conclusion based on data (e.g., “Why do we need to wear a coat today?”).</p>
<p>4 Understand and apply basic concepts of probability</p>	<p>A Apply basic concepts of probability</p>	<p>Describe the degree of likelihood of events, using words or symbols (e.g., certain, equally likely, impossible). DP7.1. Apply basic concepts of probability. a. Attend to another person using a chance device (e.g., spinner, dice) and to a person recording outcomes of a chance device. b. Attend to a person describing the likelihood of events (chance or daily) using words such as “likely,” “certain,” “equally likely,” and “not likely.” c. Describe the likelihood of events (daily) using words such as “likely,” “certain,” “equally likely,” and “not likely.”</p>



Communication Arts for Grades 6-8
Strand 1: Reading (Select 2 APIs)

		Alternate Performance Indicators (APIs)
<p align="center">1</p> <p>Develop and apply skills and strategies to the reading process</p>	<p>A</p> <p>Print Concepts</p>	<p>Demonstrate basic concepts of print.</p> <p>RD1.1. Attend to literacy-based materials.</p> <p>RD1.2. Understand print tells story by attending to and/or reading story.</p> <p>RD1.3. Match objects to like objects.</p> <p>RD1.4. Match objects to photographs of like objects.</p> <p>RD1.5. Match objects to symbols (line drawings) of like objects.</p> <p>RD1.6. Match objects to words.</p> <p>RD1.7. Understand that a string of letters may represent words (print awareness).</p> <p>RD1.8. Match letter to letter.</p> <p>RD1.9. Match word to word.</p> <p>RD1.10. Match pictures to printed words to show printed words represent objects or pictures of object</p> <p>RD1.11. Distinguish text from pictures.</p> <p>RD1.12. Illustrate words, caption pictures, act out words or sentences to show printed words represent objects.</p> <p>RD1.13. Understand directionality front to back, top to bottom, and left to right.</p> <p>RD1.14. Identify the author.</p> <p>RD1.15. Understand concept of title and/or know where title is located.</p> <p>RD1.16. Understand punctuation has meaning.</p> <p>Demonstrate understanding of letter concepts.</p> <p>RD1.17. Identify uppercase and lowercase letters.</p> <p>RD1.18. Understand the need for spaces between words.</p>
	<p>B</p> <p>Phonemic Awareness</p>	<p>Discriminate sounds in words to achieve phonemic awareness.</p> <p>RD2.1. Attend purposefully to reading of words or pictures/symbols/objects/actions.</p> <p>RD2.2. Discriminate initial sounds of single-syllable words.</p> <p>RD2.3. Discriminate final sounds of single-syllable words.</p> <p>RD2.4. Orally blend sounds to form words using onset and rime.</p> <p>RD2.5. Replace onset and rime to form new words.</p> <p>RD2.6. Differentiate phonemes of multi-syllable words.</p> <p>RD2.7. Recognize rhyming words in spoken language.</p> <p>RD2.8. Imitate inflections/sounds/rhythm patterns.</p>



		RD2.9. Produce rhyming words in spoken language.
C Phonics	Develop phonics knowledge (to lead to automaticity).	RD3.1. Demonstrate letter/sound relationships (individual letters and letter clusters). RD3.2. Use letter sound association to read simple words with assistance. RD3.3. Use onset with assistance to decode unknown words. RD3.4. Use rime with assistance to decode unknown words. RD3.5. Attach sounds to groups of letter patterns. RD3.6. Blend sounds from string of separate syllables. RD3.7. Recognize consonant digraphs. RD3.8. Use invented spelling to demonstrate understanding of some word sounds. RD3.9. Demonstrate conceptual understanding of common prefixes (e.g., re-turn, not ret-urn). RD3.10. Use word patterns with assistance to decode unknown words. <ul style="list-style-type: none"> a. compound words b. short vowels c. long vowel silent e d. vowel pairs e. diphthongs f. inflectional endings RD3.11. Demonstrate conceptual understanding of common suffixes.
D Fluency	Read simple text (words/pictures/symbols/objects/actions) with assistance as needed,...	RD4.1. containing a small bank of high-frequency words. RD4.2. consisting of environmental print. RD4.3. developing automaticity of an increasing core of high-frequency words. RD4.4. using intonation/appropriate phrasing and expression. RD4.5. acknowledging punctuation by pauses or intonation. RD4.6. applying a rate for reading based on purpose.
E Vocabulary	Develop vocabulary of unknown words in stories, in the environment and through direct instruction by listening, discussing, and/or through the use of text.	RD5.1. Use base words (e.g., common roots, homophones, homographs). RD5.2. Use classroom resources (content texts, flashcards, etc.). RD5.3. Develop a store of key words (words/pictures/symbols/objects/actions) (words with personal meaning, including environmental print; e.g., mother, father, car, dog, cat, brother, sister) RD5.4. Know several pairs of high frequency synonyms and antonyms (e.g., up/down, hot/cold,



		<p>small/little).</p> <p>RD5.6. Use context clues to learn new vocabulary.</p> <p>RD5.7. Use a basic dictionary and glossary (may be picture dictionary, personal dictionary).</p> <p>RD5.8. Demonstrate use of common inflectional endings e.g., “s” for plural nouns, “ed” for past tense verbs.</p> <p>RD5.9. Demonstrate understanding of common prefixes.</p> <p>RD5.10. Demonstrate understanding of common suffixes.</p> <p>RD5.11. Use meaningful parts to determine word meaning.</p>
<p>1 Develop and apply skills and strategies to the reading process</p>	<p>F Pre-Reading</p>	<p>Develop and apply, with assistance as needed, pre-reading strategies to aid comprehension.</p> <p>RP1.1. Attend to pictures in text.</p> <p>RP1.2. Preview text and/or pictures.</p> <p>RP1.3. Demonstrate understanding that pictures/symbols/objects/actions have meaning.</p> <p>RP1.4. Access prior knowledge. (What do I know? [K-W-L] Informational passages only.)</p> <p>RP1.5. Predict what storybook or article may be about based on pictures/symbols/objects/actions, with evidence.</p> <p>RP1.7. Set a purpose for reading. (What do I want to know? [K-W-L] Informational passages only.)</p>
	<p>G During Reading</p>	<p>During reading or read-alouds, develop and utilize, with assistance as needed, strategies.</p> <p>RP2.1. Attend to the reading of the story and to the pictures.</p> <p>RP2.2. Predict and check.</p> <p>RP2.3. Predict and check content and process using cueing systems.</p> <p style="padding-left: 20px;">a. Meaning (content): Does the story/article make sense?</p> <p style="padding-left: 20px;">b. Structure (process): Recognize repeated words to understand story.</p> <p style="padding-left: 20px;">c. Visual (content): Do the illustrations correspond with the story?</p> <p>RP2.4. Self question: who, what, where, when, why, and how?</p> <p>RP2.6. Visualize. (e.g., What does something important in the story or article, not depicted in illustrations, look like?)</p>
	<p>H Post Reading</p>	<p>Develop and demonstrate, with assistance as needed, post-reading skills after reading or read-alouds to react to text through vocalizations, words, or symbols in order to identify main ideas and supporting details.</p> <p>RP3.1. React to story using vocalizations/gestures/words.</p> <p>RP3.2. Question to clarify understanding: Who, what, when, where and why?</p> <p>RP3.3. Recount beginning, middle and end of story.</p> <p>RP3.4. Identify main idea(s) of nonfiction.</p> <p>RP3.5. Illustrate story by using pictures/symbols/objects/actions.</p>



		<p>RP3.6. Re-enact story by using pictures/symbols/objects/actions.</p> <p>RP3.7. Reflect (e.g., Tell, write, sign one thing that you have learned. [nonfiction] Did the character do what you expected? [fiction])</p> <p>RP3.8. Draw conclusions (e.g., Why did something in the story happen? What was the cause of...? Based on information in the article, what is your opinion?).</p>
	<p>I Making Connections</p>	<p>Identify connections, with assistance as needed.</p> <p>RP4.1. Identify similarities between text ideas and own experiences.</p> <p>RP4.2. Identify differences between text ideas and own experiences.</p> <p>RP4.3. Identify similarities and differences between fiction and nonfiction (real vs. make-believe).</p> <p>RP4.4. Differentiate text ideas and the real world.</p> <p>RP4.5. Respond to and/or explain how text reflects a culture and/or historic timeframe.</p>



Communication Arts for Grades 6-8
Strand 2: Writing (Select 2 APIs)

		Alternate Performance Indicators (APIs)
1 Apply a writing process in composing text	A Writing Process	<p>Follow a writing process through words/pictures/symbols/objects/actions, with assistance as needed.</p> <p>WP1.1. Brainstorm ideas and/or make choices regarding writing topics. WP1.2. Explore a variety of graphic organizers and their purposes. WP1.3. Use a simple graphic organizer. WP1.4. Use spelling approximations. WP1.5. Generate a draft. WP1.6. Revise draft. WP1.7. Edit text, including capitalization and punctuation. WP1.8. Publish or share stories (e.g., share story with a friend, hang up picture story on a bulletin board).</p>
3 Write effectively in various forms and types of writing	A Narrative and Descriptive Writing	<p>Tell and/or write stories about familiar experiences and events using words/pictures/symbols/objects/actions, with assistance as needed.</p> <p>WP2.1. Plan story with a beginning using personal experiences WP2.2. Tell story with three related ideas/phrases, including beginning, middle, and end. WP2.3. Relate a series of events in chronological order, including beginning and end. WP2.4. Add details to the middle of a story. WP2.5. Include a character in a story. WP2.6. Include a setting in a story. WP2.8. Write a story focusing on a single event.</p> <p>Describe a familiar object, person, characters, places, and/or events using words/pictures/symbols/objects/actions, with assistance as needed.</p> <p>WP2.9. Attend to descriptions of objects. WP2.10. Use color, shape, size, and time to describe the object, person, character, place, and/or event. WP2.11. Explore sensory details. WP2.12. Explore various objects with a variety of sensory details. WP2.13. Use sensory details to describe the object, person, character, place, and/or event. WP2.14. Describe differences using color, shape, and size.</p>
	C Expository and	Express an idea using words/pictures/symbols/objects/actions, including factual information, with assistance as needed.



	<p>Persuasive Writing</p>	<p>WP3.1. Express wants or needs.</p> <p>WP3.2. Express feelings of pleasure and/or displeasure using words/pictures/symbols/objects/actions.</p> <p>WP3.3. Record important points in written text or real events that the student has experienced.</p> <p>a. Provide one or more supporting or descriptive details.</p> <p>WP3.4. Write directions using words/pictures/symbols/objects/actions.</p> <p>WP3.5. Write an expository text using words/pictures/symbols/objects/actions.</p> <p>a. Provide one main idea in a topic sentence.</p> <p>b. Provide three or more supporting details.</p> <p>WP3.6. Write a persuasive (why/because) text with assistance using words/pictures/symbols/objects/actions.</p> <p>a. Provide one main idea in a topic sentence.</p>
	<p>D Summary Writing</p>	<p>Write a summary of or retell a short text using words/pictures/symbols/objects/actions, with assistance as needed.</p> <p>WP4.1. Identify most important parts.</p> <p>WP4.2. Recognize information has main ideas and supporting details in oral/written texts.</p> <p>WP4.3. Separate the main ideas from supporting details.</p>
	<p>E Audience and Purpose</p>	<p>Develop an awareness of audience and purpose in composing text.</p> <p>WP5.1. Identify who the writing is for.</p> <p>WP5.2. Identify the reason for writing.</p> <p>WP5.3. Identify appropriate format (e.g., friendly letters, thank-you notes, lists, messages, journals, etc.).</p> <p>WP5.4. Write simply friendly letters, messages, and directions for making or doing something, considering a given audience.</p> <p>WP5.5. Using words/pictures/symbols/objects/actions, write notes to self in response to others' interactions.</p> <p>a. Provide one main idea in a topic sentence.</p>