

2010-11 VTAAP ENTRY POINTS

GRADE 6-7

This document contains the 2010-11 VTAAP assessment targets, also known as “entry points”. Please be sure to read the *Introduction to Entry Points* document for a full explanation of how these targets are to be interpreted.

Each entry point is written to reflect the assessment of academic learning as demonstrated at different levels of symbolic development. The student’s level of symbolic development, indicated on VTAAP Form 2, will determine which set of entry points will be used as their instructional outcome measures. The entry points in this document have been grouped according to the levels A, B, and C, as the student will use the same level for all strands and across all content areas.

Since there is no separate generalization score, the strength of learning must be demonstrated within the assessment target. Efforts were made to identify applications of each entry point that are associated with strength of performance. *As a general rule, the emphasis of all the entry points is the strength of learning of the concepts, skills and knowledge.* Teams can expect endline scoring to reflect this focus on demonstration of learning that is enduring and meaningful, not just an isolated performance task. *The use of supports and applications of skills across contexts, materials and content are presumed criteria for all GE entry points, at all levels.*

HOW TO READ THE ENTRY POINTS

Each entry point contains three sections: identification, alignment and resources. Below is an example of an entry point with information about what is contained in each section.

Content Area	Grade or Grade Cluster	Strand Name	Symbolic Level
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Reading	Grade 2-3	Word Strategies	Level A
Entry Point Stem: Student uses word strategies ... to identify words by ... manipulating word parts			

Entry Point Stem identifies the shared target across all entry point levels and is the essence of the learning for the GE targeted at that grade.

<u>Target Behaviors</u> define the specific concepts, knowledge or skills the student product should reflect.	<u>Criteria</u> define the particular context for demonstrating the target behaviors, and are considered essential to a well-aligned task.
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Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. blend word parts to create words 2. change word parts to create new words 3. segment words into parts 	<ul style="list-style-type: none"> • <i>text-based materials</i> • <i>multiple strategies evidenced in product (e.g. blends and changes, blends and segments etc.)</i> • <i>words connected to GLGEC</i>

Definitions and Examples provides additional information about the terms used in the entry point behaviors and criteria, and may also contain examples to make the intended target clearer.

Definitions and Examples
<ul style="list-style-type: none"> • <u>word parts</u> – individual word components e.g. letter, syllable, suffix, ending • <u>blend</u> <ul style="list-style-type: none"> ▶ combine two or more letter sounds to create word (e.g. “b-u-g”) ▶ blend root with suffix to create new word ▶ blend root with prefix to create new word

Reading	Grade 6-7	Word Strategies	Level A
Entry Point Stem: Student uses word strategies ... to unlock meaning by ... using resources to locate words and their definitions			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. locate word in resource 2. locate definition in resource 	<ul style="list-style-type: none"> • <i>includes use of text-based materials</i> • <i>multiple topics/themes of words</i> • <i>multiple forms of resources</i> • <i>words connected to GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> ▪ <i>target skill is not to show learning new vocabulary words, but to demonstrate the skill of using a dictionary or other resource</i> ▪ <i><u>resources</u> – dictionary, glossary, thesaurus, personal word bank, electronic/online dictionary, topic word list</i>

Reading	Grade 6-7	Vocabulary	Level A
Entry Point Stem: Shows breadth of vocabulary knowledge, demonstrating understanding of word relationships by ... Identifying synonyms, antonyms, homonyms/ homophones or shades of meaning			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. identify words that are synonyms 2. identify words that are homophones 3. identify words that are homonyms 	<ul style="list-style-type: none"> • <i>includes text-based materials</i> • <i>multiple format of tasks (e.g. matching word-definition, sorting words by meaning, defining words, using correct word for context, spoken vs. text-based)</i> • <i>words connected to GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>synonym</u> – <i>Two or more words that have highly similar meanings</i> • <u>homonym</u> – <i>One of two words that have the same sound and often the same spelling but differ in meaning. (For example, bear [to carry,] bear [the animal], and bare [naked].)</i> • <u>homophone</u> – <i>One of two or more words that are pronounced the same but differ in meaning, origin, and sometimes spelling. (For example, “hair/hare,” “knight/night,” and “[fish] scale / [musical] scale.”)</i>

Reading	Grade 6-7	Literary Text	Level A
Entry Point Stem: Demonstrate initial understanding of elements of literary texts by ... Identifying and describing character(s), setting, problem/ solution, or plot, including changes over time			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. Identify: <ul style="list-style-type: none"> • character(s) • setting • problem • solution • major events 2. describe: <ul style="list-style-type: none"> • character(s) • setting • problem • solution • major events 3. complete a graphic organizer to display information 	<ul style="list-style-type: none"> • <i>text-based materials</i> • <i>multiple elements (characters, setting, and events; setting, problem and solution)</i> • <i>multiple literary texts/stories</i> • <i>variety of types of descriptions (e.g. personality, physical, actions etc.)</i> • <i>story connected to GLGEC</i> • <i>literary text must be adapted or actual book (e.g. <u>not</u> short story from worksheet)</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>Literary text materials</u> – drama, poems, narratives, stories, fiction, non-fiction, myths, biographies, autobiographies, science fiction, fairy tales, chapter books, fantasies, and fables • <u>describe</u> – physical traits, personality traits, feelings, actions, interactions, events, changes over time • <u>character</u> – a person, animal, or object that takes part in the action • <u>setting</u> – environment, time of day or year, historical period, situation, place • <u>problem/conflict</u> –the problem or struggle in a story that triggers the action. conflicts may be internal (struggles from within a character) or external. • <u>events</u> – things that happen in the story; actions or activities • <u>plot</u> – the plan, design, story line, or pattern of events in a play, poem, or works of fiction

Reading	Grade 6-7	Informational Text	Level A
Entry Point Stem: Demonstrate initial understanding of informational texts (expository and practical texts) by... organizing information in informational text to show understanding,			

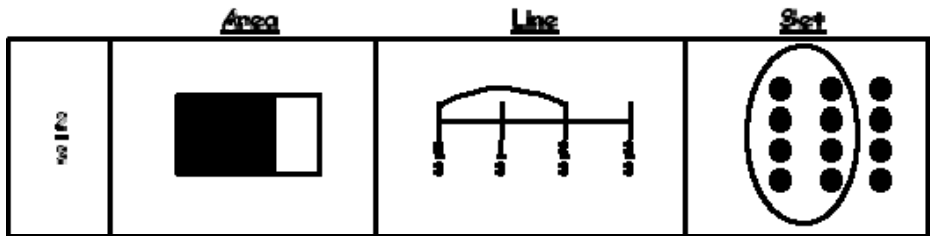
Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. locate multiple pieces information about a target topic 2. complete a graphic organizer to display information 	<ul style="list-style-type: none"> • <i>text-based materials</i> • <i>multiple types of informational text within or across tasks</i> • <i>multiple displays to show strength of learning information organization</i> • <i>task connected to GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>informational text</u> – <i>A text that provides facts, ideas, and principles that are related to the physical, biological, or social world; classified as non-fiction text.</i> <ul style="list-style-type: none"> ▶ <i>examples - text books, how-to books, instructional materials, handouts, journals, brochures, CD-ROMs, the Internet, essays, speeches, newspaper and magazine articles, government documents, journals, directions, recipes, and lab procedures.</i> • <u>target topic</u> – <i>subject matter selected by instructor, related to a topic from the GLGEC (e.g. insects, plants, magnets)</i>

Math	Grade 6-7	Numbers and Operations	Level A
Entry Point Stem: Student identifies equivalent representations of whole numbers, fractions, decimals or percents by composing or decomposing.			

Target Behaviors	Criteria
1. compose whole numbers and fractions, decimals, or percents 2. decompose whole numbers and fractions, decimals, or percents	<ul style="list-style-type: none"> • use range of formats; area, set, and line models • use range of formats of tasks

Definitions and Examples
<ul style="list-style-type: none"> • <u>composition</u> – means that a whole number can be composed by adding two or more numbers • <u>decomposition</u> – means that a whole number can be decomposed into multiple addends • <u>process formats</u> – number line, sets of items, manipulatives • <u>part</u> - fractions, decimal, or percent (e.g. 25%, 50%, 75%, 100%; fourths, thirds, halves, wholes; .25, .50, .75) • <u>name</u> – written or spoken words (e.g. “one fourth”) or symbols (e.g. $\frac{1}{4}$) • <u>graphical representations</u> – area, set, or line/linear models • <u>area model</u> – can be used to represent part to whole relationships for fractions, decimals, and percents; the entire model may represent the whole, where the model is divided into parts of equal area; the model given may represent a part where the whole is to be determined; or the model given may represent a part where another part is to be determined • <u>set model</u> – since a set is a collection of objects, "demonstrating understanding of part to whole relationship in a set model" means to identify a fractional part of a set, or identify the fraction represented • <u>linear models</u> – include number lines, scales (temperature), and linear measurements.



Math	Grade 6-7	Geometry and Measurement	Level A
Entry Point Stem: Student measures perimeter, area, and volume using standard and non-standards units and records results			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. identify tools for measuring perimeter, area, volume based on problem/context 2. apply appropriate measurement process to determine perimeter, area, volume 	<ul style="list-style-type: none"> • <i>multiple tools</i> • <i>multiple applications, across items</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>measure</u> – use of standard units to find out size or quantity in regards to: length, breadth, height, area, mass, weight, volume, capacity, temperature, and time • <u>standard units of measure</u> – standard amount or quantity <ul style="list-style-type: none"> • <i>inch, foot, yard, Celsius, Fahrenheit, ounce, pound, cubic inch, second, minute, hour</i> • <u>perimeter</u> – distance around the outside of a shape • <u>area</u> – the size a surface takes up, measured in square units • <u>volume</u> – amount of space occupied by a 3D object, measured in cubic units • <u>tool</u> – e.g. ruler, yard stick, measuring cup • <u>based on problem</u> – e.g. knows that when measuring the perimeter of a table, needs ruler (standard unit) or covers table with post-its (non-standard unit) depending on what has been part of instructional process

Math	Grade 6-7	Algebra and Functions	Level A
Entry Point Stem: Student demonstrates understanding of expressions by translating a problem-solving situation into an equation			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. identify math operation associated with problem 2. identify known values associated with problem 3. express problem as an equation with at least one unknown represented by letters or symbols 	<ul style="list-style-type: none"> • <i>equations with variable in various locations</i> • <i>range of formats of problem situations (e.g. real world, written, verbal)</i> • <i>range of content of problems</i>

Definitions and Examples
<ul style="list-style-type: none"> • <i>essence of GE is creating the expression or equation based on the problem, not on solving the problem</i> • <u>equation</u> – <i>a statement showing the equality of two expressions usually separated by left and right signs and joined by an equals sign.</i> • <u>known values</u> – <i>numbers that you know, based on the problem, and can enter into the equation</i> • <u>unknown value</u> – <i>aka variable - when a letter is used to represent a number or number in equations and or expressions. e.g., in $3x + y$, both y and x are the variables.</i> • <u>number sentences</u> – <i>equations and inequalities involving numbers or unknowns are number sentences.</i> • <u>Example</u> – <i>There are 3 girls in the class and 5 students in all, how many boys?</i> <ul style="list-style-type: none"> • Operation is add + • Known values are 3 (girls) and total students 5 • Unknown value is # of boys • Equation would be $3 + X = 5$

Math	Grade 6-7	Data, Statistics and Probability	Level A
Entry Point Stem: Student collects, displays and analyzes data			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. collect data 2. organize information 3. select representation 4. label display 5. place information on display 6. draw conclusions from data display 7. make predications from data display 	<ul style="list-style-type: none"> • <i>document student's participation in all steps of collection – support provided as needed if documented</i> • <i>document student's participation in displaying data – support provided as needed if documented</i> • <i>draw conclusions independently</i> • <i>make predications independently</i> • <i>varied formats of displays</i> • <i>varied topics</i> • <i>multiple sets within display</i> • <i>topics of data related to GLGEC</i> • <i>Must include at least one of the following display formats in product: circle graphs, line graphs, or stem-and-leaf plots</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>representation</u> – display format <p><i>Please see data display supporting document for complete list of display types, along with descriptions and visual representations of each.</i></p>

Reading	Grade 6-7	Word Strategies	Level B
Entry Point Stem: Student uses word strategies ... to unlock meaning by... using resources to locate words and their definitions			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. locate word in resource 2. locate definition in resource 	<ul style="list-style-type: none"> • <i>includes use of words in symbol +/- text form</i> • <i>multiple topics/themes of words</i> • <i>multiple forms of resources</i> • <i>markers may be used to locate words and definitions</i> • <i>words connected to GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> • <i>target skill is not to show learning new vocabulary words, but to demonstrate the skill of using a dictionary or other resource</i> • <i><u>markers</u> – ways of highlighting or making evident specific locations, such as using colored markers, adding a sticker, or other attention-getting materials</i> • <i><u>resources</u> – dictionary, glossary, thesaurus, personal word bank, electronic/online dictionary, topic word list</i>

Reading	Grade 6-7	Vocabulary	Level B
Entry Point Stem: Shows breadth of vocabulary knowledge, demonstrating understanding of word relationships by ... Identifying synonyms, antonyms, homonyms/ homophones or shades of meaning			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. group words that are synonyms 2. group words that are homophones 	<ul style="list-style-type: none"> • <i>words in symbol +/- text form</i> • <i>multiple format of tasks (e.g. matching word-definition, sorting words by meaning, defining words, using correct word for context, spoken vs. text-based)</i> • <i>words connected to GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>synonym</u> – <i>Two or more words that have highly similar meanings</i> • <u>homophone</u> – <i>One of two or more words that are pronounced the same but differ in meaning, origin, and sometimes spelling. (For example, “hair/hare,” “knight/night,” and “[fish] scale /[musical] scale.”)</i>

Reading	Grade 6-7	Literary Text	Level B
Entry Point Stem: Demonstrate initial understanding of elements of literary texts by ... Identifying and describing character(s), setting, problem/ solution, or plot, including changes over time			

Target Behaviors	Criteria
1. Identify: <ul style="list-style-type: none"> • character(s) • setting • problem • solution • major events 2. describe: <ul style="list-style-type: none"> • character(s) • setting • problem • solution • major events 3. complete a graphic organizer to display information	<ul style="list-style-type: none"> • <i>words in symbol +/- text form</i> • <i>multiple elements (characters, setting, and events; setting, problem and solution)</i> • <i>multiple literary texts/stories</i> • <i>variety of types of descriptions (e.g. personality, physical, actions etc.)</i> • <i>story connected to GLGEC</i> • <i>literary text must be adapted or actual book (e.g. <u>not</u> short story from worksheet)</i>

Definitions and Examples
<ul style="list-style-type: none"> • <i><u>Literary text materials</u> – drama, poems, narratives, stories, fiction, non-fiction, myths, biographies, autobiographies, science fiction, fairy tales, chapter books, fantasies, and fables</i> • <i><u>describe</u> – physical traits, personality traits, feelings, actions, interactions, events, changes over time</i> • <i><u>character</u> – a person, animal, or object that takes part in the action</i> • <i><u>setting</u> – environment, time of day or year, historical period, situation, place</i> • <i><u>problem/conflict</u> –the problem or struggle in a story that triggers the action. conflicts may be internal (struggles from within a character) or external.</i> • <i><u>events</u> – things that happen in the story; actions or activities</i> • <i><u>plot</u> – the plan, design, story line, or pattern of events in a play, poem, or works of fiction</i>

Reading	Grade 6-7	Informational Text	Level B
Entry Point Stem: Demonstrate initial understanding of informational texts (expository and practical texts) by... organizing information in informational text to show understanding,			

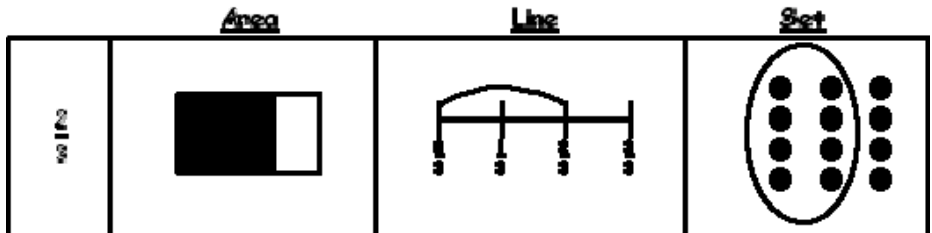
Target Behaviors	Criteria
<ol style="list-style-type: none"> locate multiple pieces information about a target topic complete a graphic organizer to display information 	<ul style="list-style-type: none"> <i>words in symbol +/- text form</i> <i>multiple types of informational text within or across tasks</i> <i>multiple displays to show strength of learning information organization</i> <i>task connected to GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> <i><u>informational text</u> – A text that provides facts, ideas, and principles that are related to the physical, biological, or social world; classified as non-fiction text.</i> <ul style="list-style-type: none"> <i>examples - text books, how-to books, instructional materials, handouts, journals, brochures, CD-ROMs, the Internet, essays, speeches, newspaper and magazine articles, government documents, journals, directions, recipes, and lab procedures.</i> <i><u>target topic</u> – subject matter selected by instructor, related to a topic from the GLGEC (e.g. insects, plants, magnets)</i>

Math	Grade 6-7	Numbers and Operations	Level B
Entry Point Stem: Student identifies equivalent representations of whole numbers, fractions, decimals or percents by composing or decomposing.			

Target Behaviors	Criteria
1. Identifies different combinations of items to represent target value 2. separates a single set into different combinations of individual sets	<ul style="list-style-type: none"> • <i>process formats - number line, sets of items, manipulatives</i> • <i>range of tasks and materials and product formats</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>composition</u> – means that a whole number can be composed by adding two or more numbers <ul style="list-style-type: none"> ▶ e.g. 2 yellow cubes and 3 green cubes = 5 cubes; 4 yellow cubes and 1 green cube = 5 cubes • <u>decomposition</u> – means that a whole number can be decomposed into multiple addends <ul style="list-style-type: none"> ▶ e.g. given set of 8, separates into 4 and 4, 7 and 1, 6 and 2 • <u>process formats</u> – number line, sets of items, manipulatives • <u>part</u> - fractions, decimal, or percent (e.g. 25%, 50%, 75%, 100%; fourths, thirds, halves, wholes; .25, .50, .75) • <u>name</u> – written or spoken words (e.g. “one fourth”) or symbols (e.g. $\frac{1}{4}$) • <u>graphical representations</u> – area, set, or line/linear models • <u>area model</u> – can be used to represent part to whole relationships for fractions, decimals, and percents; the entire model may represent the whole, where the model is divided into parts of equal area; the model given may represent a part where the whole is to be determined; or the model given may represent a part where another part is to be determined • <u>set model</u> – since a set is a collection of objects, “demonstrating understanding of part to whole relationship in a set model” means to identify a fractional part of a set, or identify the fraction represented • <u>linear models</u> – include number lines, scales (temperature), and linear measurements.



Math	Grade 6-7	Geometry and Measurement	Level B
Entry Point Stem: Student measures perimeter, area, and volume using standard and non-standards units and records results			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. use context cues to select standard or non-standard tools needed to measure perimeter, area, or volume 2. apply appropriate measurement process to determine perimeter, area, volume 	<ul style="list-style-type: none"> • <i>multiple tools</i> • <i>multiple materials, applications</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>measure</u> – use of standard units to find out size or quantity in regards to: length, breadth, height, area, mass, weight, volume, capacity, temperature, and time • <u>standard units of measure</u> – standard amount or quantity <ul style="list-style-type: none"> • <i>inch, foot, yard, Celsius, Fahrenheit, ounce, pound, cubic inch, second, minute, hour</i> • <u>perimeter</u> – distance around the outside of a shape • <u>area</u> – the size a surface takes up, measured in square units • <u>volume</u> – amount of space occupied by a 3D object, measured in cubic units • <u>tool</u> – e.g. ruler, yard stick, measuring cup • <u>based on problem</u> – e.g. knows that when measuring the perimeter of a table, needs ruler (standard unit) or covers table with post-its (non-standard unit) depending on what has been part of instructional process

Math	Grade 6-7	Algebra and Functions	Level B
Entry Point Stem: Student demonstrates understanding of expressions by translating a problem-solving situation into an equation			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. locate the facts needed to write an expression about a word or practical problem 2. place known and unknown values and operation symbols in a model equation 	<ul style="list-style-type: none"> • <i>equations with variable in various locations</i> • <i>range of formats of problem situations (e.g. real world, written, verbal)</i> • <i>range of content of problems</i>

Definitions and Examples
<ul style="list-style-type: none"> • <i>essence of GE is creating the expression or equation based on the problem, not on solving the problem</i> • <i>facts</i> – e.g. number words, numerals, words that signal + or – • <i>equation</i> – a statement showing the equality of two expressions usually separated by left and right signs and joined by an equals sign. • <i>known values</i> – numbers that you know, based on the problem, and can enter into the equation • <i>unknown value</i> – aka variable - when a letter is used to represent a number or number in equations and or expressions. e.g., in $3x + y$, both y and x are the variables. • <i>number sentences</i> – equations and inequalities involving numbers or unknowns are number sentences. • <i>Example</i> – There are 3 girls in the class and 5 students in all, how many boys? <ul style="list-style-type: none"> • Operation is add + • Known values are 3 (girls) and total students 5 • Unknown value is # of boys • Equation would be $3 + X = 5$

Math	Grade 6-7	Data, Statistics and Probability	Level B
Entry Point Stem: Student collects, displays and analyzes data			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. collect data 2. organize information 3. select representation 4. label display 5. place information on display 6. draw conclusions from data display 7. make predications from data display 	<ul style="list-style-type: none"> • <i>document student's participation in all steps of collection – support provided as needed if documented</i> • <i>document student's participation in displaying data – support provided as needed if documented</i> • <i>draw conclusions independently</i> • <i>make predications independently</i> • <i>varied formats of displays</i> • <i>varied topics</i> • <i>multiple sets within display</i> • <i>topics of data related to GLGEC</i> • <i>must include at least one of the following display formats in product: circle graphs, line graphs, or stem-and-leaf plots</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>representation</u> – display format <p><i>Please see data display supporting document for complete list of display types, along with descriptions and visual representations of each.</i></p>

Reading	Grade 6-7	Word Strategies	Level C
Entry Point Stem: Student uses word strategies ... to unlock meaning by... using resources to locate words and their definitions			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. connect word with a resource 2. obtains definition or information about the word 	<ul style="list-style-type: none"> • <i>using object-symbols for words</i> • <i>multiple topics/themes of words</i> • <i>markers may be used to locate words, definitions, or information</i> • <i>words connected to GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>resources</u> - <i>dictionary, glossary, thesaurus, personal word bank, electronic/online dictionary, topic word list</i>

Reading	Grade 6-7	Vocabulary	Level C
Entry Point Stem: Shows breadth of vocabulary knowledge, demonstrating understanding of word relationships by... Identifying synonyms, antonyms, homonyms/ homophones or shades of meaning			

Target Behaviors	Criteria
1. identifies words that have the same or similar meaning or are related to the same topic	<ul style="list-style-type: none"> • <i>using object-symbols for words</i> • <i>multiple meanings or topics</i> • <i>words connected to GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>synonym</u> – <i>Two or more words that have highly similar meanings</i> • <u>homonym</u> – <i>One of two words that have the same sound and often the same spelling but differ in meaning. (For example, bear [to carry,] bear [the animal], and bare [naked].)</i> • <u>homophone</u> – <i>One of two or more words that are pronounced the same but differ in meaning, origin, and sometimes spelling. (For example, “hair/hare,” “knight/night,” and “[fish] scale / [musical] scale.”)</i>

Reading	Grade 6-7	Literary Text	Level C
Entry Point Stem: Demonstrate initial understanding of elements of literary texts by ... Identifying and describing character(s), setting, problem/ solution, or plot, including changes over time			

Target Behaviors	Criteria
1. use describing words/symbols for: <ul style="list-style-type: none"> • character(s) • setting • problem • solution • major events 2. complete a graphic organizer to display information	<ul style="list-style-type: none"> • <i>using object-symbols for words</i> • <i>multiple elements (characters, setting, and events; setting, problem and solution)</i> • <i>multiple literary texts/stories</i> • <i>variety of types of descriptions (e.g. personality, physical, actions etc.)</i> • <i>story connected to GLGEC</i> • <i>literary text must be adapted or actual book (e.g. <u>not</u> short story from worksheet)</i> • <i>graphic organizer to display information of major events may use adult or peer support</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>Literary text materials</u> – drama, poems, narratives, stories, fiction, non-fiction, myths, biographies, autobiographies, science fiction, fairy tales, chapter books, fantasies, and fables • <u>describe</u> – e.g. traits, changes over time • <u>character</u> – a person, animal, or object that takes part in the action • <u>setting</u> – environment, time of day or year, historical period, situation, place • <u>events</u> – things that happen in the story; actions or activities • <u>problem/conflict</u> – the problem or struggle in a story that triggers the action. conflicts may be internal (struggles from within a character) or external. • <u>plot</u> – the plan, design, story line, or pattern of events in a play, poem, or works of fiction

Reading	Grade 6-7	Informational Text	Level C
Entry Point Stem: Demonstrate initial understanding of informational texts (expository and practical texts) by... organizing information in informational text to show understanding,			

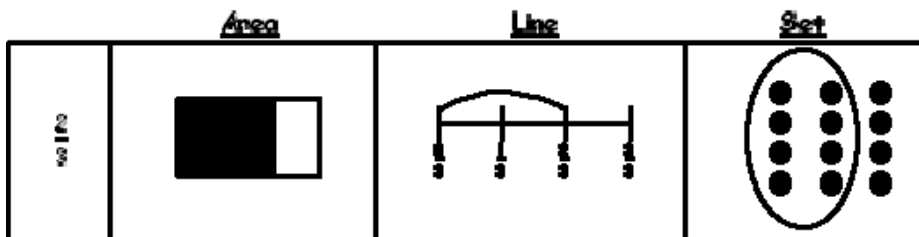
Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. select informational text associated with a target topic 2. identify information within text related to target topic 3. complete a graphic organizer to display information 	<ul style="list-style-type: none"> • <i>using object-symbols for words</i> • <i>markers for location of information acceptable support</i> • <i>graphic organizer can be completed with support of peer or adult</i> • <i>multiple informational text formats</i> • <i>content connected to GLGEC</i>

Definitions and Examples
<ul style="list-style-type: none"> • <i>informational text</i> – A text that provides facts, ideas, and principles that are related to the physical, biological, or social world; classified as non-fiction text. <ul style="list-style-type: none"> ▶ <i>examples - text books, how-to books, instructional materials, handouts, journals, brochures, CD-ROMs, the Internet, essays, speeches, newspaper and magazine articles, government documents, journals, directions, recipes, and lab procedures.</i> • <i>target topic</i> – subject matter selected by instructor, related to a topic from the GLGEC (e.g. insects, plants, magnets) • <i>graphic organizer</i> – A diagram or pictorial device used to record and show relationships among ideas or information

Math	Grade 6-7	Numbers and Operations	Level C
Entry Point Stem: Student identifies equivalent representations of whole numbers, fractions, decimals or percents by composing or decomposing.			

Target Behaviors	Criteria
1. combines sets to compose a target value 2. separates items to demonstrate decomposing	<ul style="list-style-type: none"> • <i>composes set given individual sets and model of combined set</i> • <i>decomposes set given combined set and model for individual sets</i> • <i>process formats - number line, sets of items, manipulatives</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>composition</u> – means that a whole number can be composed by adding two or more numbers • <u>decomposition</u> – means that a whole number can be decomposed into multiple addends • <u>process formats</u> – number line, sets of items, manipulatives • <u>part</u> - fractions, decimal, or percent (e.g. 25%, 50%, 75%, 100%; fourths, thirds, halves, wholes; .25, .50, .75) • <u>name</u> – written or spoken words (e.g. “one fourth”) or symbols (e.g. $\frac{1}{4}$) • <u>graphical representations</u> – area, set, or line/linear models • <u>area model</u> – can be used to represent part to whole relationships for fractions, decimals, and percents; the entire model may represent the whole, where the model is divided into parts of equal area; the model given may represent a part where the whole is to be determined; or the model given may represent a part where another part is to be determined • <u>set model</u> – since a set is a collection of objects, “demonstrating understanding of part to whole relationship in a set model” means to identify a fractional part of a set, or identify the fraction represented • <u>linear models</u> – include number lines, scales (temperature), and linear measurements.



Math	Grade 6-7	Geometry and Measurement	Level C
Entry Point Stem: Student measures perimeter, area, and volume using standard and non-standards units and records results			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. selects tool for measuring perimeter, area, and volume 2. apply appropriate process to measure to determine perimeter, area, volume 	<ul style="list-style-type: none"> • <i>given model to copy</i> • <i>multiple tools</i> • <i>multiple materials, applications</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>measure</u> – use of standard units to find out size or quantity in regards to: length, breadth, height, area, mass, weight, volume, capacity, temperature, and time • <u>standard units of measure</u> – standard amount or quantity <ul style="list-style-type: none"> • <i>inch, foot, yard, Celsius, Fahrenheit, ounce, pound, cubic inch, second, minute, hour</i> • <u>perimeter</u> – distance around the outside of a shape • <u>area</u> – the size a surface takes up, measured in square units • <u>volume</u> – amount of space occupied by a 3D object, measured in cubic units • <u>tool</u> – e.g. ruler, yard stick, measuring cup • <u>based on problem</u> – e.g. knows that when measuring the perimeter of a table, needs ruler (standard unit) or covers table with post-its (non-standard unit) depending on what has been part of instructional process

Math	Grade 6-7	Algebra and Functions	Level C
Entry Point Stem: Student demonstrates understanding of expressions by translating a problem-solving situation into an equation			

Target Behaviors	Criteria
1. create a math expression by matching pictures or objects with the location of known values in a model equation	<ul style="list-style-type: none"> • <i>equations with knowns and unknowns in various locations</i> • <i>range of content of problems</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>facts</u> – e.g. number words, numerals, words that signal + or – • <u>equation</u> – a statement showing the equality of two expressions usually separated by left and right signs and joined by an equals sign. • <u>known values</u> – numbers that you know, based on the problem, and can enter into the equation • <u>unknown value</u> – aka variable - when a letter is used to represent a number or number in equations and or expressions. e.g., in $3x + y$, both y and x are the variables. • <u>number sentences</u> – equations and inequalities involving numbers or unknowns are number sentences. • <u>Example</u> – There are 3 girls in the class and 5 students in all, how many boys? <ul style="list-style-type: none"> • Operation is add + • Known values are 3 (girls) and total students 5 • Unknown value is # of boys • Equation would be $3 + X = 5$

Math	Grade 6-7	Data, Statistics and Probability	Level C
Entry Point Stem: Student collects, displays and analyzes data			

Target Behaviors	Criteria
<ol style="list-style-type: none"> 1. collect data 2. organize information 3. select representation 4. label display 5. place information on display 6. draw conclusions from data display 7. make predications from data display 	<ul style="list-style-type: none"> • <i>document student's participation in all steps of collection – support provided as needed if documented</i> • <i>document student's participation in displaying data – support provided as needed if documented</i> • <i>draw conclusions independently</i> • <i>make predications independently</i> • <i>varied formats of displays</i> • <i>varied topics</i> • <i>multiple sets within display</i> • <i>topics of data related to GLGEC</i> • <i>Must include at least one of the following display formats in product: circle graphs, line graphs, or stem-and-leaf plots</i>

Definitions and Examples
<ul style="list-style-type: none"> • <u>representation</u> – <i>display format</i> <p><i>Please see data display supporting document for complete list of display types, along with descriptions and visual representations of each.</i></p>