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Standard 3.1.2 - Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

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  FPI E2W3.1.2A1 - Will sort pictures into singular and multiple object groups
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Standard 3.1.7 - Capitalization: Capitalize geographical names, holidays, historical periods and special events correctly.

Alternate Achievement Standard 3.1.7A - Identify words that start with capital letters ................................. 9
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Standard 3.1.9 - Spelling: Arrange words in alphabetical order.

Alternate Achievement Standard 3.1.9A - Arrange letters in alphabetical order (one blank space in a closed field of three)

FPI E2W3.1.9A1 - Will supply the missing letter in an alphabetical order of letters
FPI E2W3.1.9A2 - Will arrange any three sequential letters in proper alphabetic order

LISTENING AND SPEAKING

Standard 2.1.1 - Comprehension: Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).

Alternate Achievement Standard 2.1.1A - Follow one-step oral directions

FPI E2W2.1.1A1 - Will respond appropriately when given one step oral direction in combination with signed, gestured, or pictured direction (choose one)
FPI E2W2.1.1A2 - Will respond appropriately when given one-step oral direction

Standard 2.1.1 - Recount experiences or present stories

Alternate Achievement Standard 2.1.1A - Sequence events in the day

FPI E2W2.2.1A1 - Will sequence objects/pictures/icons/words (choose one) of a daily schedule
FPI E2W2.2.1A2 - Will follow the schedule of events of the day
FPI E2W2.2.1A3 - Will move through a logical sequence of an activity

Standard 3.1.1 - Comprehension: Respond to questions with appropriate elaboration

Alternate Achievement Standard 3.1.1A – Respond to questions about choices or yes/no questions

FPI E2W3.1.1A1 - Will make a choice
FPI E2W3.1.1A2 - Will answer yes/no questions

Standard 3.2.1 - Make brief narrative presentations

Alternate Achievement Standard 3.1.1A – Respond to questions about one’s daily activities

FPI E2W3.2.1A1 - Will answer a question about one’s daily activities
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2008 INTRODUCTION

In Spring 2006, CDE approved the CAPA ELA, Math and Science blueprints aligned to grade level standards. These SEACO Curriculum Guide updates reflect the current blueprints and are formatted similar to the original SEACO Curriculum Guide. It is felt that teachers can still use the goals and objectives in the original guide and that the 2008 updates will assist in aligning instruction to CAPA.

As with the original curriculum guide, these updates are not intended to be a scope and sequence, but rather a guide to help teachers navigate through the core content standards. While the standards in this curriculum guide were selected by CDE for use with students with moderate to severe disabilities and are the blueprints for the CAPA, it is important to remember that students should have access to ALL the core content standards. The standards listed in this curriculum guide are not intended to be the only ones that might be appropriate for students with significant needs. Teachers should always have high expectations for their students and should strive to continue to develop ways for them to access the core curriculum.

A formatting system was designed to label each Functional Performance Indicator (FPI) to assist in item identification. Below is the legend for the formatting system:

<table>
<thead>
<tr>
<th>Core Area</th>
<th>CAPA Level</th>
<th>Strand</th>
<th>Grade Level</th>
<th>Standard Number</th>
<th>Alternate Achievement Standard</th>
<th>FPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
<td>Reading</td>
<td>2</td>
<td>1.3</td>
<td>A</td>
<td>1</td>
</tr>
</tbody>
</table>

This is how the above legend converts to the FPI number: **E2R2.1.3A1**

It is important that teachers specify the observable behavior the student is to demonstrate in achieving is/her goal – **REMEMBER**: if you can’t see the behavior, you can’t measure it. To that end, we have attempted to insert cues as reminders to teachers. For example, in a goal which states “identify by *(specify mode of communication here)*”, the specific observable behavior needs to be inserted as just the word “identify” without specificity cannot be measured.

SEACO would like to express its utmost appreciation to the following County Offices who have devoted much time and energy to this 2008 revision:

- Butte County Office of Education
- Imperial County Office of Education
- Los Angeles County Office of Education
- Merced County Office of Education
- Orange County Department of Education
- Riverside County Office of Education
- San Bernardino County Superintendent of Schools
- San Diego County Office of Education
- San Mateo County Office of Education
- Santa Barbara County Education Office
- Tulare County Office of Education
- Ventura County Office of Education
## English-Language Arts Content Standards – CAPA Level II

### READING

<table>
<thead>
<tr>
<th>CAPA - Reading</th>
<th>Number of Tasks: 4</th>
<th>Percentage of Test: 50%</th>
</tr>
</thead>
</table>

#### Grade 2

**1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:** Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

- **Decoding and Word Recognition:** Decode two-syllable nonsense words and regular multi-syllable words.
  - ✓ A. Identify their first name and names of classmates or teachers

- **Vocabulary and Concept Development:** Understand and explain common antonyms and synonyms.
  - ✓ A. Sort same and different (e.g., picture vocabulary accompanied by text).

### Alternate Achievement Standard

✓ 1.3 A. Identify their first name and names of classmates or teachers

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2R2.1.3A1 - Will match same case letters</td>
<td>By (month/day/year), (student) will match same case letters for (<em><strong>) capital letters for ___ of ___ trials over (</strong></em>) trial days/weeks as measured by data collection.</td>
<td>Match pairs of lower case letters</td>
</tr>
<tr>
<td>E2R2.1.3A2 - Will match lower case to upper case letters</td>
<td>By (month/day/year), (student) will match lower case letters to upper case letters for 26 pairs of letters for ___ of ___ trials over (___) trial days/weeks as measured by data collection.</td>
<td>Point to correct lower case letter when shown upper case letters</td>
</tr>
<tr>
<td>E2R2.1.3A3 - Will produce ABC’s</td>
<td>By (month/day/year), when participating in classroom activities (student) will produce ABC’s by reciting them for ___ of ___ trials over (___) trial days/weeks as measured by data collection.</td>
<td>Sing alphabet song on request</td>
</tr>
<tr>
<td>E2R2.1.3A4 - Will identify first letter of first/last name</td>
<td>By (month/day/year), when shown written example of own name, (student) will identify the first letter of first name by pointing to the correct letter for ___ of ___ trials over (___) trial days/weeks as measured by data collection.</td>
<td>Select the first letter of their name</td>
</tr>
<tr>
<td>E2R2.1.3A5 - Will select own first name</td>
<td>By (month/day/year), when presented with 3 or more names (student) will select own first name for ___ of ___ trials over (___) trial days/weeks as measured by data collection.</td>
<td>Locate own schedule</td>
</tr>
<tr>
<td>E2R2.1.3A6 - Will select name card of a named classmate or teacher</td>
<td>By (month/day/year), when given a field of (<em><strong>) names of people in the class (student) will select name card of a named classmate for ___ of ___ trials over (</strong></em>) trial days/weeks as measured by data collection.</td>
<td>Recognize by pointing to other students by name</td>
</tr>
</tbody>
</table>

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### Alternate Achievement Standard

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
</table>
| E2R2.1.7A1 - Will match like sight words | By (month/day/year), when given (___) number of sight words, (student) will match like sight words for ___ of ___ trials over (___) trial days/weeks as measured by data collection. | Match days of the week  
Match months of the year  
Match locations at school  
Match locations at home |
| E2R2.1.7A2 - Will match written words to corresponding pictures | By (month/day/year), when given (___) number of printed words and pictures (student) will match written words to corresponding pictures for ___ of ___ trials over (___) trial days/weeks as measured by data collection. | Match picture menu to words  
Match picture schedule icons to words  
Match weather pictures to words  
Match color words to color  
Match number words to numeral  
Match shape words to shapes |
| E2R2.1.7A3 - Will sort pictures/words by function/use | By (month/day/year), when given different pictures of people in different careers and different tools, (student) will sort words by function for ___ of ___ trials over (___) trial days/weeks as measured by data collection. | Sort pictures by different types of clothing for different seasons  
Sort pictures of kitchen utensils by function  
Sort pictures of household items by room |
# English-Language Arts Content Standards – CAPA Level II

## Grade 3

### 2.0 READING COMPREHENSION:

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

#### 2.1 Structural Features of Informational Materials:

- Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
  - Find the title on the cover of a book

#### 2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:

- Demonstrate comprehension by identifying answers in the text.
  - Answer who, what, and where questions

#### 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:

- Recall major points in the text and make and modify predictions about forthcoming information.
  - Use pictures to recall major points in sequence.

### Alternate Achievement Standard

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2R3.2.1A1 - Will locate the front and back cover of a book</td>
<td>By (month/day/year), when given a book, (student) will locate the front and back cover of the book by pointing upon teacher request for ____ of ____ trials over ____ trial days/weeks as measured by data collection.</td>
<td>Locate front and back of a magazine (specify how)</td>
</tr>
<tr>
<td>E2R3.2.1A2 - Will locate the title on the cover of a book</td>
<td>By (month/day/year), when given a book, (student) will locate the title on the cover of a book by eye gaze upon teacher request for ____ of ____ trials over ____ trial days/weeks as measured by data collection.</td>
<td>Locate title of the magazine (specify how)</td>
</tr>
</tbody>
</table>

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ELA Level II - 3
SEACO Special Education Curriculum Guide
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# English-Language Arts Content Standards – CAPA Level II

## Alternate Achievement Standard

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
</table>
| **E2R3.2.3A1 - Will identify a basic element of text** | By (month/day/year), after hearing a primer-level story of no more than (#) minutes in length, (student) **will identify a basic element of text** by *(specify mode of communication here)* the main character in the story on ____ out of ____ opportunities for (___) trial days as measured by data collection. | ❖ Identify where the story occurs  
❖ Identify the subject of the text |
| **E2R3.2.3A2 - Will respond to simple questions about text** | By (month/day/year), after being read a story, (student) **will respond to simple questions about the text** by *(specify mode of communication here)* out of ____ factual questions (___) times per day over (___) trial days as measured by data collection. | ❖ Select the correct answers from a field of three  
❖ Read a short story or cartoon and answer simple yes/no questions about it |
| **E2R3.2.3A3 - Will recall events/story** | By (month/day/year), after orally reading a developmentally-appropriate story, (student) **will recall events** by retelling the story in his/her own words by *(specify mode of communication here)* noting beginning/middle/end for ____ out of ____ opportunities over (___) trial days as measured by data collection. | ❖ Retell a personal experience in sequential order  
❖ Retell a story presented to him/her by staff in his/her own words correctly sequencing events  
❖ Act out a story told to him/her by staff |
| **E2R3.2.3A4 - Will answer “Wh” questions about materials read** | By (month/day/year), after orally reading a developmentally-appropriate story, (student) **will answer “Wh” questions about materials read** using *(specify mode of communication here)* for ____ of ____ questions per story ___ times per day over (___) trial days as measured by data collection. | ❖ Circle correct answer from a field of three  
❖ Select correct answer using preferred method of communication |

## Alternate Achievement Standard

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
</table>
| **E2R3.2.4A1 - Will use pictures to sequence two or more major points in a story or expository text** | By (month/day/year), after listening to a developmentally-appropriate story, (student) **will use pictures to sequence two or more major points in a story or expository text** for ____ questions per story ___ times per day for (___) of (___) trial days as measured by data collection. | ❖ Use communication device to put pictures in order after listening to oral story  
❖ Use mouse to place pictures in proper sequence on a computer |
| **E2R3.2.4A2 - Will put two or more pictures of a pictured activity in sequence** | By (month/day/year), during classroom activities, (student) **will put two or more pictures of a pictured activity in sequence** for ____ of ____ trials over (___) trial days/weeks as measured by data collection. | ❖ Put sequence of a daily activities in order  
❖ Put picture of tooth brushing activities in proper order  
❖ Put menu items in preparation order |
Grade 2

3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.

3.2 Narrative Analysis of Grade-Level-Appropriate Text: Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.

✓ Sequence beginning and ending

Alternate Achievement Standard

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2R2.3.2A1 - Will identify first event</td>
<td>By (month/day/year), after reviewing the day’s activities, (student) will identify first event by pointing to first activity for (<strong>) of (</strong>) trial days over a (__) week period of time as measured by data collection.</td>
<td>Identify first step of job sequence  Identify first step of meal preparation  Identify first step of a playground activity</td>
</tr>
<tr>
<td>E2R2.3.2A2 - Will identify last event</td>
<td>By (month/day/year), following a leisure time game, (student) will identify the last event when asked by staff by (specify mode of communication here) for ___ of ___ trials over (___) trial days/weeks as measured by data collection.</td>
<td>Identify final step in a job sequence  Identify last step in a two step direction  Identify last activity on a picture schedule</td>
</tr>
<tr>
<td>E2R2.3.2A3 - Will sequence two picture into beginning and ending event</td>
<td>By (month/day/year), after vocational activity, (student) will sequence two pictures into beginning and ending event by putting pictures in correct activity order for ____ of ____ trials over ____ trial days/weeks as measured by data collection.</td>
<td>Sequence beginning and end of a story  Sequence beginning and end of a recipe  Sequence the beginning and end of a hand washing activity</td>
</tr>
</tbody>
</table>
### English-Language Arts Content Standards – CAPA Level II

#### Grade 3

| 3.0 | LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. |
| 3.2 | Narrative Analysis of Grade-Level-Appropriate Text: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. |
|  | ✓ Identify the action of a character |
| 3.3 | Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them. |
|  | ✓ Identify the emotions of a character |

#### Alternate Achievement Standard

| ✓ 3.2 A. Identify the action of a character |

#### Functional Performance Indicator

<table>
<thead>
<tr>
<th>Sample Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>By (month/day/year), when presented with a picture, <em>(student) will identify the action of the character in the picture</em> by stating the action by <em>(specify mode of communication here)</em> for ___ of ___ trials over ___ trial days/weeks as measured by data collection.</td>
</tr>
</tbody>
</table>

#### Other Sample Behaviors/Activities

- Use pictures in a magazine to identify action of a character
- Use pictures on a computer to identify action of a character

<table>
<thead>
<tr>
<th>Sample Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>By (month/day/year), after listening to a story, <em>(student) will identify the action of a character in a narrative story</em> by <em>(specify mode of communication here)</em> to state the action when questioned for ___ of ___ trials over ___ trial days/weeks as measured by data collection.</td>
</tr>
</tbody>
</table>

#### Other Sample Behaviors/Activities

- After watching a movie, identify the action of a character
- After a physical activity, identify the action of their peers

#### Alternate Achievement Standard

| ✓ 3.3 A. Identify the emotions of a character |

#### Functional Performance Indicator

<table>
<thead>
<tr>
<th>Sample Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>By (month/day/year), <em>(student) will identify own feelings</em> by <em>(specify mode of communication here)</em> from a field of (___) to indicate if they are happy or sad for ___ of ___ trial days over ___ trial days/weeks as measured by data collection.</td>
</tr>
</tbody>
</table>

#### Other Sample Behaviors/Activities

- Communicate feelings and match the corresponding picture from a field of (___) photos
- Communicate feelings when team loses at the bowling alley

<table>
<thead>
<tr>
<th>Sample Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>By (month/day/year), after listening to a story, <em>(student) will select the picture representing the emotion of a character in the story</em> by matching the requested emotion for ___ of ___ trials over ___ trial days/weeks as measured by data collection.</td>
</tr>
</tbody>
</table>

#### Other Sample Behaviors/Activities

- Use preferred mode of communication to select the emotions of the characters
- After watching a play select the picture representing the emotion of the characters

#### Functional Performance Indicator

<table>
<thead>
<tr>
<th>Sample Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>By (month/day/year), after watching a video story, <em>(student) will role-play the emotions of a character</em> by <em>(specify mode of communication here)</em> for ___ of ___ trials over ___ trial days/weeks as measured by data collection.</td>
</tr>
</tbody>
</table>

#### Other Sample Behaviors/Activities

- Role play the emotions of peers after a playground conflict
- Role play the emotions of characters in a story
## WRITING

<table>
<thead>
<tr>
<th>CAPA - Writing</th>
<th>Number of Tasks: 1</th>
<th>Percentage of Test: 12.5%</th>
</tr>
</thead>
</table>

### Grade 2

1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.

1.3 Grammar: Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

- Identify pictures of action verbs or objects

### Alternate Achievement Standard

- 1.3 A. Identify pictures of action verbs or objects

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
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<tbody>
<tr>
<td>E2W2.1.3A1 Will identify pictures of people</td>
<td>By (month/day/year), during classroom activities, (student) will identify pictures of people by (specify mode of communication here) to requested picture of peers of ___ trials for ___ of ___ trial days as measured by data collection.</td>
<td>Identify by using preferred mode of communication pictures of family members Identify by using preferred mode of communication pictures of classroom staff Identify by using preferred mode of communication pictures of school staff</td>
</tr>
<tr>
<td>E2W2.1.3A2 - Will identify pictures of objects</td>
<td>By (month/day/year), (student) will identify pictures of objects by (specify mode of communication here) for ___ of ___ trials over ___ trial days/weeks as measured by data collection.</td>
<td>Follow a photo instruction to pick up pictures and put with same Match foods to pictures of food Label by using preferred mode of communication common functional objects Point to common functional objects upon request</td>
</tr>
<tr>
<td>E2W2.1.3A3 - Will identify / demonstrate the action represented in a picture</td>
<td>By (month/day/year), when presented with a picture of an action (student) will demonstrate the action represented in the picture by performing the action for ___ of ___ trials over ___ trial days/weeks as measured by data collection.</td>
<td>Follow the community symbols Identify the action using preferred mode of communication Remain quiet in library Cross street in crosswalk</td>
</tr>
</tbody>
</table>
## English-Language Arts Content Standards – CAPA Level II

### Grade 3

**1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:** Students write and speak with a command of standard English conventions appropriate to this grade level.

- **Grammar:** Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
  - Identify pictorial representations of singular and plural nouns.

- **Punctuation:** Punctuate dates, city and state, and titles of books correctly.
  - Identify a period and a question mark

- **Capitalization:** Capitalize geographical names, holidays, historical periods and special events correctly.
  - Identify words that start with capital letters

- **Spelling:** Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and common homophones (e.g., hair/hare)
  - Spell/write your first name (first syllable only)

- **Spelling:** Arrange words in alphabetical order.
  - Arrange letters in alphabetic order (one blank space in a closed field of three)

### Alternate Achievement Standard

- **1.2 A.** Identify pictorial representations of singular and plural nouns

### Functional Performance Indicator

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2W3.1.2A1 Will sort pictures into singular and multiple object groups</td>
<td>By (month/day/year), when given picture cards with single and multiple items, <strong>(student) will sort pictures into two groups of single and multiple items</strong> for ____ of ____ trials over (____) trial days/weeks as measured by data collection.</td>
<td>❖ Sort pictures in a computer game ❖ Use preferred mode of communication to select correct picture</td>
</tr>
<tr>
<td>E2W31.2.A2 Will identify a picture of one object and a picture of more than one object</td>
<td>By (month/day/year), when asked to select, <strong>(student) will identify a picture of one object and a picture of more than one object by (specify mode of communication here)</strong>* for ____ of ____ trials over (____) trial days/weeks as measured by data collection.</td>
<td>❖ Use preferred mode of communication to identify correct picture ❖ Identify singular and plural nouns in a magazine</td>
</tr>
</tbody>
</table>
## Alternate Achievement Standard

### 1.5 A. Identify a period and a question mark

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
</table>
| E2W3.1.5A1 - Will identify a question mark | By *(month/day/year)*, when presented with (#) different pictures and told, “Show me the question mark”, *(student) will identify a question mark* by *(specify mode of communication here)* to the correct picture for ___ of ___ trials over ___ trial days/weeks as measured by data collection. | ✧ Find question mark in a magazine using preferred mode of communication  
✧ Identify question marks in a book using preferred mode of communication  
✧ Identify question marks in sentence cards using preferred mode of communication |
| E2W3.1.5A2 - Will identify a period | By *(month/day/year)*, when presented 3 different pictures and told, “Show me the period”, *(student) will identify the period* by *(specify mode of communication here)* the correct picture for ___ of ___ trials for ___ out ___ trial days as measured by data collection. | ✧ Find a period in a magazine using preferred mode of communication  
✧ Identify a period in a book using preferred mode of communication  
✧ Identify a period in a sentence card using preferred mode of communication |
| E2W3.1.5A3 - Will discriminate between a period and a question mark in text | By *(month/day/year)*, when shown sentences ending in a period and a question mark and told, “Show me the ___”, *(student) will discriminate between a period and a question mark in text* by selecting the correct sentence card for ___ of ___ trials over ___ trial days/weeks as measured by data collection. | ✧ Locate both periods and question marks in a magazine using preferred mode of communication  
✧ Find periods and question marks in a book using preferred mode of communication  
✧ Find periods and question marks in the newspaper using preferred mode of communication |

## Alternate Achievement Standard

### 1.7 A. Identify words that start with capital letters

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
</table>
| E2W3.1.7A1 - Will sort words beginning with upper and lower case letters | By *(month/day/year)*, when given ___ words beginning with upper and lower case letters by placing them in two piles for ___ of ___ trials over ___ trial days/weeks as measured by data collection. | ✧ Sort classmate names and sight words  
✧ Sort days of the week and types of weather  
✧ Sort restaurant names and types of food |
| E2W31.7.A2 - Will identify word beginning with capital letters in text | By *(month/day/year)*, when shown two sentences, *(student) will identify words beginning with capital letters in text* by *(specify mode of communication here)* for ___ of ___ trials over ___ trial days/weeks as measured by data collection. | ✧ Identify capital letters in a magazine using preferred mode of communication  
✧ Identify capital letters in the newspaper using preferred mode of communication  
✧ Identify capital letters on a map using preferred mode of communication |
# English-Language Arts Content Standards – CAPA Level II

## Alternate Achievement Standard

### 1.8 A. Spell/write own first name (first syllable only)

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
</table>
| E2W3.1.8A1 - Will sequence letters in their first name | By *(month/day/year)*, when given the letters of their first name, *(student)* will sequence letters in their first name by putting them in the correct order for ___ of ___ trials over (___) trial days/weeks as measured by data collection. | ❖ Use magnetic letters to put in the proper sequence  
❖ Use sand toy letters to create their name  
❖ Use game letters to create their name |
| E2W3.1.8A2 - Will write first name | By *(month/day/year)*, when a paper and pencil and asked to write his/her name, *(student)* will write first name as demonstrated by left-to-right directionality and correct letter sequence ___ of ___ trials for (___) of (___) trial days as measured by data collection. | ❖ Print first name when given individual letters  
❖ Trace first name |
| E2W3.1.8A3 - Will type first name | By *(month/day/year)*, when given a model, *(student)* will type first name by typing the letters in the correct sequence for ___ of ___ trials over (___) trial days/weeks as measured by data collection. | ❖ Type first letters of first name when given verbal cues  
❖ Independently type first name |
| E2W3.1.8A4 - Will spell first name | By *(month/day/year)*, when asked to spell his/her first name *(student)* will spell first name by verbally stating each letter in the proper sequence for ___ of ___ trials over (___) trial days/weeks as measured by data collection. | ❖ Finger spell first name in proper sequence  
❖ Use assistive technology device to spell first name in proper sequence |

## Alternate Achievement Standard

### 1.9 A. Arrange letters in alphabetic order (one blank space in a closed field of three)

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
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</tr>
</thead>
</table>
| E2W3.1.9A1 - Will supply the missing letter in an alphabetical order of letters | By *(month/day/year)*, when given one blank space in a closed field of (___), *(student)* will supply the missing letter in the alphabetical order of letters by placing it in correct position for ___ of ___ trials over (___) trial days/weeks as measured by data collection. | ❖ Use magnetic letter to create alphabetic order activity  
❖ Place letters on an alphabet puzzle |
| E2W3.1.9A2 - Will arrange any three sequential letters in proper alphabetical order | By *(month/day/year)*, when given letters, *(student)* will arrange any three sequential letters in proper alphabetical order for ___ of ___ trials over (___) trial days/weeks as measured by data collection. | ❖ Use touch screen to put the letters in proper alphabetic sequence  
❖ Use game piece letter to put in proper alphabetic order |
# English-Language Arts Content Standards – CAPA Level II

## LISTENING AND SPEAKING

<table>
<thead>
<tr>
<th>CAPA – Listening and Speaking</th>
<th>Number of Tasks: 3</th>
<th>Percentage of Test: 37.5%</th>
</tr>
</thead>
</table>

### Grade 2

**1.0 LISTENING AND SPEAKING STRATEGIES:** Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

**1.1 Comprehension:** Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).

- **A. Follow one-step oral directions**

### Alternate Achievement Standard

✓ **1.1 A. Follow one-step oral directions**

<table>
<thead>
<tr>
<th>Functional Performance Indicator</th>
<th>Sample Goal</th>
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</tr>
</thead>
</table>
| E2W2.1.1A1 - Will respond appropriately when given one step oral direction in combination with signed, gestured, or pictured direction (choose one) | By (month/day/year), (student) **will respond appropriately when given one-step oral direction in combination with picture direction** by independently completing the direction for ____ of ____ trials over ____ trial days/weeks as measured by data collection. | ✗ Respond by sitting down when requested in combination with a sign  
 ✗ Give item to teacher or peer when asked in combination with a gesture  
 ✗ Complete a step in a vocational activity |
| E2W2.1.1A2 - Will respond appropriately when given one step oral direction | By (month/day/year), (student) **will respond appropriately when given one step oral** by independently completing the direction for ____ of ____ trials over ____ trial days/weeks as measured by data collection. | ✗ Respond by sitting down when requested  
 ✗ Turn pages of a book when given a verbal prompt  
 ✗ Complete a step in preparing a meal |
### SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

#### 1. Recount experiences or present stories.
- **A. Sequence events in the day**

#### Alternate Achievement Standard

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2W2.2.1A1 - Will sequence objects/pictures/icons/words (choose one) of a daily schedule</td>
<td>By (month/day/year), during classroom activities, (student) will sequence pictures of a daily schedule by matching pictures to corresponding picture in appropriate activity area for ___ of ___ trials over (___) trial days/weeks as measured by data collection.</td>
</tr>
<tr>
<td>E2W2.2.1A2 - Will follow the schedule of events of the day</td>
<td>By (month/day/year), when a daily schedule is posted (student) will follow the schedule of events for ___ of ___ trials over (___) trial days/weeks as measured by data collection.</td>
</tr>
<tr>
<td>E2W2.2.1A3 - Will move through a logical sequence of an activity</td>
<td>By (month/day/year), when presented with a task analysis for making a sandwich (student) will move through a logical sequence of the activity by independently making a sandwich for ___ of ___ trial days as measured by data collection.</td>
</tr>
</tbody>
</table>

- Use transitional object to sequence a daily schedule
- Use icon picture to sequence daily schedule
- Follow a written schedule
- Follow a picture schedule
- Follow an icon picture schedule
- Follow a task analysis for sharpening a pencil
- Follow the steps of a lunch time routine
- Complete the steps of boarding a bus
### Grade 3

#### 1.0 LISTENING AND SPEAKING STRATEGIES:
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

1.1 Comprehension: Respond to questions with appropriate elaboration

- ✓ A. Respond to questions about choices or yes/no questions

#### Alternate Achievement Standard

- ✓ 1.1 A. Respond to questions about choices or yes/no questions

#### Functional Performance Indicator

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>E2W3.1.1A1 - Will make a choice</strong></td>
<td>✤ Choose between lunch items</td>
</tr>
<tr>
<td>By (month/day/year), when presented with (<em><strong>) choices (student) will make a choice by (specify mode of communication here) for ___ of ___ trials over (</strong></em>) trial days/weeks as measured by data collection.</td>
<td>✤ Choose desired locations in the community</td>
</tr>
<tr>
<td>▶ Choose classroom that the students wants to sit by</td>
<td>✤ Choose classroom that the students wants to sit by</td>
</tr>
<tr>
<td><strong>E2W3.1.1A2 - Will answer yes/no questions</strong></td>
<td>✤ Answer yes/no questions with a communication device</td>
</tr>
<tr>
<td>By (month/day/year), when asked a yes/no question (student) will answer yes/no by (specify mode of communication here) for ___ of ___ trial days as measured by data collection.</td>
<td>✤ Answer yes/no questions using a picture</td>
</tr>
<tr>
<td>▶ Answer yes/no question using the correct sign</td>
<td>✤ Answer yes/no question using the correct sign</td>
</tr>
</tbody>
</table>

#### 2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):
Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.1 Make brief narrative presentations

- ✓ A. Respond to questions about one’s daily activities

#### Alternate Achievement Standard

- ✓ 2.1 A. Respond to questions about one’s daily activities

#### Functional Performance Indicator

<table>
<thead>
<tr>
<th>Sample Goal</th>
<th>Other Sample Behaviors/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E2W3.2.1A1 - Will answer a question about one’s daily activities</strong></td>
<td>✤ Answer the question, “What do you eat for breakfast”</td>
</tr>
<tr>
<td>By (month/day/year), when asked a question regarding his/her daily activities (student) will answer a question about their daily activities by (specify mode of communication here) for ___ of ___ trials over (___) trial days/weeks as measured by data collection.</td>
<td>✤ Answer the question, “What did you do at recess”</td>
</tr>
<tr>
<td>▶ Answer the question, “What will you do when you get home”</td>
<td>✤ Answer the question, “What will you do when you get home”</td>
</tr>
</tbody>
</table>

#### Total ELA Level II Tasks

| Total Number of Tasks: 8 | Percentage of Test: 100% |