

**English Language Arts
(ELA)
NYSAA Frameworks**

Grade 5

Required Component 1— Key Idea: Reading
Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.

| ELA Core Curriculum (2005) | Grade-Specific Performance Indicators | Essence of Indicators |
|-----------------------------------|--|---|
| Pg. 39 | <ul style="list-style-type: none"> • Locate and use school and public library resources, with some direction, to acquire information • Use the table of contents and indexes to locate information • Read to collect and interpret data, facts, and ideas from multiple sources • Read the steps in a procedure in order to accomplish a task such as completing a science experiment • Skim material to gain an overview of content or locate specific information • Use text features, such as headings, captions, and titles, to understand and interpret informational texts • Recognize organizational formats to assist in comprehension of informational texts • Identify missing information and irrelevant information • Distinguish between fact and opinion • Identify information that is implied rather than stated • Compare and contrast information on one topic from multiple sources • Recognize how new information is related to prior knowledge or experience • Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information • Make inferences and draw conclusions, on the basis of information from the text, with assistance • Identify information that is implied rather than stated, with assistance | <ul style="list-style-type: none"> • Locate and use school and public library resources to acquire information • Read to collect facts and ideas • Develop ability to compare and contrast information • Identify main ideas in informational texts |

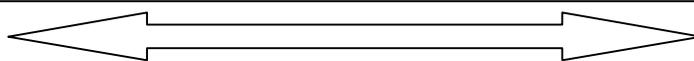
Required Component 1— Key Idea: Reading

Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 1

Less Complex



More Complex

The student will:

- attend to or read to identify text features (e.g., titles, page numbers, chapter headings, tables of contents, indexes) (11101)
- locate the school library (11102)
- recognize that some texts contain factual information (11103)
- recognize that illustrations and/or other text features contain factual information (11104)
- attend to or read to find facts in informational texts (11105)

The student will:

- locate and/or use the school library (11201)
- locate organizational text features in informational texts, e.g., titles, page numbers, chapter headings, tables of contents, indexes, etc. (11208)
- use text features such as captions, maps and/or charts to gather information (11203)
- recognize facts (11204)
- read to collect facts about a topic (11205)
- recognize main ideas in informational texts (11206)
- recognize the similarities or differences between two topics (11207)

The student will:

- use the school library resources to find information (11311)
- use the school library to acquire information on two or more related topics (11312)
- locate the public library (11303)
- use text organizational features to locate facts and/or ideas in informational texts (e.g., titles, page numbers, chapter headings, tables of contents, indexes, etc.) (11313)
- use multiple text features such as captions, maps, charts, and/or tables, to gather similar information on a topic (11314)
- collect facts and/or ideas from two or more texts about a topic (11315)
- recognize statements of opinion (11307)
- re-state or paraphrase collected facts and/or ideas (11308)
- identify main ideas in informational texts (11309)
- compare or contrast facts or ideas pertaining to a single topic (11310)

Required Component 1— Key Idea: Reading
Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

| SAT Alignment to AGLI | Sample Assessment Tasks | Possible Datafolio Products and Verifying Evidence Assessment Strategies |
|-----------------------|---|---|
| SAT11101 | The student will identify the title of a text when presented with choices of different text features from a familiar text. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the title of the book from two other choices (e.g. the table of contents and a picture from the text) |
| SAT11102 | The student will locate the school library using a map of the building. | <ul style="list-style-type: none"> Video tape of the student locating the school library Data Collection Sheet recording student performance when following specific steps to locate the school library |
| SAT11103 | The student will identify a text that contains factual information. | <ul style="list-style-type: none"> Video tape of the student making choices between two texts to indicate which one contains factual information |
| SAT11104 | The student will recognize one fact when shown an illustration containing a graph or a chart. | <ul style="list-style-type: none"> Student work product including the illustration and the fact the student identified <p>(ref. sources of illustrations may be newspapers, children's Time magazine, etc.)</p> |
| SAT11105 | The student will attend to a text read by the teacher or will read to find facts in an informational text by identifying facts in the text as the text is being read. | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying facts within a text being read to him/her |
| SAT11201 | The student will select and check-out a book from a library shelf that is appropriate for personal reading or school work. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student locating the school library and selecting and checking-out a book |
| SAT11203A | The student will use text features on a simple map of the school building or a shopping mall to find exits and restrooms. | <ul style="list-style-type: none"> Student work product of a map of the school where the student marked the exits and restrooms indicated on the map |
| SAT11203B | The student will gather information found in text features. (e.g., maps, charts, illustrations, etc.) | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when gathering information from text features and listing of sources of specific text features that were identified Video tape of the student looking at a map and answering questions |
| SAT11204 | The student will recognize facts by indicating whether statements provided by the teacher are fact or opinion. | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when responding to statements of fact or opinion |

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| SAT11205 | The student will collect facts about a topic based on reading or listening to a text read aloud. | <ul style="list-style-type: none"> • Student work product that includes a listing facts collected from different texts relating to one topic |
| SAT11206 | The student will recognize the main idea in a text that the student has read or has listened to when sentence strips with main idea and supporting details are provided. | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student listening to the text read and choosing the main idea |
| SAT11207 | The student will recognize the similarities between two different topics. | <ul style="list-style-type: none"> • Video tape of the student separating sentence strips about two different topics into groups of similarities or placing the sentence strips on a graphic organizer showing similarities |
| SAT11311 | The student will use a selection of library books to identify information about one topic. | <ul style="list-style-type: none"> • Student work product of pictures, illustrations, and/or phrases that outline information gathered from books |
| SAT11314 | The student will use the table of contents and captions in a book to gather information about steps for completing a project. | <ul style="list-style-type: none"> • Video tape of the student looking at the table of contents and illustrations from a book and sequencing the steps for completing a project |

Required Component 1— Key Idea: Reading
Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.

| ELA Core Curriculum (2005) | Grade-Specific Performance Indicators | Essence of Indicators |
|-----------------------------------|--|--|
| Pg. 39 | <ul style="list-style-type: none"> • Read, view, and interpret literary texts from a variety of genres • Define characteristics of different genres • Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods • Read aloud from a variety of genres; for example, read the lines of a play or recite a poem <ul style="list-style-type: none"> - use inflection and intonation appropriate to text read and audience • Recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance • Identify literary elements, such as setting, plot, and character, of different genres • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning • Recognize how different authors treat similar themes • Identify the ways in which characters change and develop throughout a story • Compare characters in literature to people in own lives | <ul style="list-style-type: none"> • Select and read literature for understanding • Relate setting, plot, and characters in literature to others' lives and/or to one's own life • Define characteristics of different genres • Record significant details about characters and events in stories • Identify ways in which characters actions change and develop throughout a story |

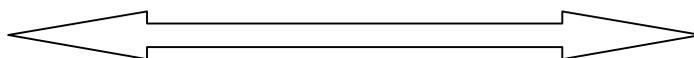
Required Component 1— Key Idea: Reading

Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 2

Less Complex



More Complex

The student will:

- attend to or read familiar books (12101)
- recognize literary terms (plot, character and/or setting) in literary texts (12108)
- recognize plot means the sequence of events or action of a narrative (12103)
- relate text to a personal experience (12104)
- recognize explicit motives of characters (12105)
- identify the meanings of the terms plot, character and/or setting (12106)
- answer questions about plot, character, and/or setting of texts (12107)

The student will:

- select and read literature with fluency (12201)
- describe literary terms (plot character and/or setting) in literary texts (12208)
- demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending (12209)
- relate text to a personal experience (12204)
- identify explicit motives of characters (12210)
- identify favorite and/or least favorite parts of a story (12206)
- make predictions about the ending of story (12207)

The student will:

- make predictions based on clues in the story (12307)
- relate setting, events, and/or characters to personal experience or the experience of others (12302)
- identify key details about setting, plot and/or characters (12303)
- identify implicit motives of characters (12304)
- identify changes in characters in a story (12305)
- identify characteristics of texts to differentiate genres (12306)

| Required Component 1— Key Idea: Reading | | |
|--|--|---|
| Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression. | | |
| SAMPLE ASSESSMENT TASKS (SATs) | | |
| Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task. | | |
| SAT Alignment to AGLI | Sample Assessment Tasks | Possible Datafolio Products and Verifying Evidence Assessment Strategies |
| SAT12101 | The student will attend to or read a familiar nonfiction and/or fiction text. | <ul style="list-style-type: none"> Data Collection Sheet recording student performance on the amount of time the student has spent reading or attending to a nonfiction and/or fiction text |
| SAT12108 | The student will recognize literary terms in texts (plot, character and/or setting) when presented with pictures. | <ul style="list-style-type: none"> Video tape of the student selecting plot, character and/or setting and placing it with the actual term (i.e., plot, character and/or setting) |
| SAT12103A | The student will recognize the sequence of events in a plot by using pictures in the book to identify the beginning and ending of the story. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking through the book and then identifying the beginning and the end of the story |
| SAT12103B | The student will recognize plot as an action of the narrative by selecting two or more pictures that relate to the plot of the narrative. | <ul style="list-style-type: none"> Student work product indicating the story and the two plot pictures the student chose that represented only the plot |
| SAT12104 | The student will relate an event in the plot to a personal experience by drawing a picture or choosing a picture. | <ul style="list-style-type: none"> Student work product of the student drawings or student-selected pictures |
| SAT12105 | The student will indicate explicit motive(s) of a character(s) using charts, diagrams or graphic organizers. | <ul style="list-style-type: none"> Student work product of a graphic organizer using pictures or words to show explicit motives |
| SAT12107 | The student will identify the character that demonstrated a certain behavior by touching or pointing to the picture of that character after attending to a story. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying the character based on the given demonstrated behavior |
| SAT12209 | The student will demonstrate through various activities that plot means the sequence of events or action of a narrative leading to an ending. (e.g., drawing or selecting pictures showing the plot, role playing the story through the sequence of events, etc.) | <ul style="list-style-type: none"> Video tape of the student telling the story by drawing pictures, selecting pictures or role playing Data Collection Sheet recording student performance when responding to questions about the plot sequence |
| SAT12206 | The student will identify his/her favorite part of a story read aloud by drawing a picture of the favorite part. | <ul style="list-style-type: none"> Student work product of drawing or pictures identifying his/her favorite part of a story |

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| SAT12207 | The student will make a prediction about a logical ending to a story by selecting a word/picture card that illustrates the prediction. | <ul style="list-style-type: none"> • Video tape of the student discussing events that have happened and what is a logical action that will happen next • Student work product of word/picture cards selected and pasted on a worksheet about the story |
| SAT12303 | The student will identify key details of how characters resolve problems or conflicts in the story. | <ul style="list-style-type: none"> • Audio tape of the student providing the details of how the character resolves the problem or conflict • Student work product of a graphic organizer using pictures or words to show characters from different stories who resolved the same problem or conflict |
| SAT12305 | <p>The student will identify how a character has changed from the beginning to the end of the story using sentence strips that outline the changes.</p> <p>(Note: choices should include sentence strips that outline changes and some that do not apply)</p> | <ul style="list-style-type: none"> • Student work product of sentence strips affixed to a worksheet that list changes the character went through in the story |

Required Component 2— Key Idea: Listening
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding.**

| ELA Core Curriculum (2005) | Grade-Specific Performance Indicators | Essence of Indicators |
|-----------------------------------|---|---|
| Pg. 43 | <ul style="list-style-type: none"> • Follow instructions that provide information about a task or assignment • Identify essential details for note-taking • Distinguish between fact and opinion • Identify information that is implicit rather than stated • Connect new information to prior knowledge or experience | <ul style="list-style-type: none"> • Follow instructions that provide information about a task or assignment • Identify essential details for note-taking • Distinguish between fact and opinion |

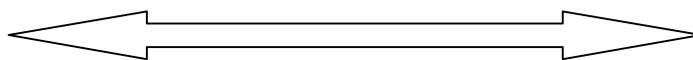
Required Component 2— Key Idea: Listening

Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Listening-Standard 1

Less Complex



More Complex

The student will:

- follow verbal directions having one step (31101)
- respond to a speaker (e.g., yes or no questions, choices, decisions, etc.) (31102)
- identify factual statements that can be proven true or false (31103)
- identify main idea(s) in informational text (31104)
- take notes (main ideas) during a listening activity(s) (31106)

The student will:

- follow two-step verbal directions (31201)
- distinguish between statements of fact and opinion (31207)
- distinguish between main ideas and supporting details in informational text (31208)
- distinguish relevant details from irrelevant details (31204)
- take notes of main ideas and supporting details during a listening activity(s) (31209)
- recognize how details are related to main ideas and/or each other (31206)

The student will:

- follow multi-step verbal directions to perform a task or assignment (31301)
- distinguish between implicit fact and opinion (31305)
- identify essential details when note-taking (31303)
- identify how details are related to main ideas and each other (31306)

Required Component 2— Key Idea: Listening
Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.
SAMPLE ASSESSMENT TASKS (SATs)

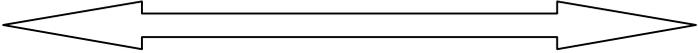
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

| SAT Alignment to AGLI | Sample Assessment Tasks | Possible Datafolio Products and Verifying Evidence Assessment Strategies |
|-----------------------|---|---|
| SAT31101 | The student will follow verbal directions related to a task or assignment that have one step. (e.g., open book to information about ____; show me the picture of the ____ in the book; look at the map of New York, etc.) | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when responding to verbal directions |
| SAT31102A | The student will respond to simple yes or no questions related to a text posed by a speaker. | <ul style="list-style-type: none"> Video tape of the student responding to the speaker's questions |
| SAT31102B | The student will make choices in response to questions posed by a speaker about an article read during the morning routine. | <ul style="list-style-type: none"> Audio tape of the student making choices in response to the speaker's questions |
| SAT31104 | The student will identify the main idea in an article using cards, symbols, or pictures to indicate a response after listening to the teacher present the informational article. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the article, being presented with choices, and then making a selection that represents the main idea of the article |
| SAT31106A | The student will take notes about the main idea of a text while listening to a book on tape about animals. | <ul style="list-style-type: none"> Video tape of the student listening to the story and selecting from a bank of choice cards the main idea that is being talked about in the tape |
| SAT31106B | The student will demonstrate note-taking while listening to the teacher by completing a graphic organizer using sentence strips or phrase word cards. | <ul style="list-style-type: none"> Student work product of the student's completed notes that are added to a graphic organizer while listening to the teacher |
| SAT31201 | The student will follow a two-step verbal direction related to a task or assignment. (e.g., get your reading materials and come to the table; get out your pencil and write your name on your paper; get out your math book and open to page 10—Note: direction must be given as a whole not broken into steps when given) | <ul style="list-style-type: none"> Video tape of the student following directions given by instructor |

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| SAT31207 | The student will listen to a text or article and distinguish between simple facts and opinions by sorting each one from the article into categories. | <ul style="list-style-type: none"> • Video tape of the student listening to the text or article and creating two piles: one for facts and one for opinions |
| SAT31208 | The student will distinguish between the main idea and supporting details collected from an informational text read by the teacher by completing or creating a graphic organizer to show the distinction. | <ul style="list-style-type: none"> • Student work product of a graphic organizer that includes separate areas for the main idea and the supporting details that go with the main idea |
| SAT31204 | The student will listen to a text about animals and distinguish relevant details from irrelevant details by sorting cards, symbols or pictures into two different piles representing relevant and irrelevant details. | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student listening to the text, then looking at the cards, symbols or pictures and sorting them into two different piles: one for relevant details and one for irrelevant details |
| SAT31206 | The student will complete or create a graphic organizer to recognize details that support the main idea while listening to weekly current event articles. | <ul style="list-style-type: none"> • Student work product of a graphic organizer showing the supporting details being related to each other in order to support the same main idea |
| SAT31301 | The student will listen and follow multi-step verbal directions to perform a task or assignment related to a text or inquiry. (Note: direction must be given as a whole not broken into steps when given) | <ul style="list-style-type: none"> • Sequenced captioned, dated photographs of the student using a meter stick to measure the classroom |
| SAT31305 | The student will listen to an informational text to distinguish between implicit facts and opinions related to the main idea on a graphic organizer. | <ul style="list-style-type: none"> • Student work product of a completed graphic organizer showing facts and opinions in separate spots with each relating to the main idea and details of the text |
| SAT31306 | The student will identify how the supporting details are related to the main idea(s) and the other supporting details in an informational text read by the teacher. | <ul style="list-style-type: none"> • Student work product of a supporting detail with a line drawn to the correct main idea and another line drawn to another supporting detail from the text because they both have similar information that may build off of each other and are both still related to the main idea |

Required Component 2— Key Idea: Listening
Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.

| ELA Core Curriculum (2005) | Grade-Specific Performance Indicators | Essence of Indicators |
|-----------------------------------|--|---|
| Pg. 43 | <ul style="list-style-type: none"> • Distinguish different genres, such as story, biography, poem, or play, with assistance • Identify a character’s motivation • Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in the presentation of literary texts • Use personal experience and prior knowledge to interpret and respond to literary texts and performances • Identify cultural and historical influences in texts and performances, with assistance | <ul style="list-style-type: none"> • Respond to text from different genres and authors • Listen to small group and classroom discussions to comprehend literary text • Recognize the use of literary devices such as simile, personification, rhythm, and rhyme, in the presentation of literary texts |

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| Required Component 2— Key Idea: Listening | | |
| Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression. | | |
| ALTERNATE GRADE LEVEL INDICATORS (AGLIs) | | |
| POSSIBLE ENTRY POINTS for Listening-Standard 2 | | |
| Less Complex |  | More Complex |
| <p>The student will :</p> <ul style="list-style-type: none"> • attend to literary texts read in small groups (32101) • identify story elements (e.g., character, plot, setting, etc.) (32108) • recognize rhyme or rhythm in poetry (32109) • recognize different genres shared in small group discussions (32110) • recognize similes or personification (32111) • respond appropriately to unfamiliar stories and/or poems to show comprehension (32112) • recognize the author’s message (32113) | <p>The student will:</p> <ul style="list-style-type: none"> • respond to different genres read aloud (32201) • discuss different genres read aloud to enhance comprehension and/or appreciation (32202) • identify the author’s message (32206) • identify use of rhyme and/or rhythm in poetry (32207) • identify similes and personification (32208) | <p>The student will:</p> <ul style="list-style-type: none"> • respond to different genres and authors’ works read aloud (32305) • take part in small group and/or classroom literary discussions to explore details related to the author’s purpose or message (32306) • recognize that the author’s message may be implied or explicit (32307) • recognize the use of literary devices (e.g., rhyme, rhythm, personification, simile, etc.) to enhance appreciation of literature (32308) |

Required Component 2— Key Idea: Listening

Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

| SAT Alignment to AGLI | Sample Assessment Tasks | Possible Datafolio Products and Verifying Evidence Assessment Strategies |
|-----------------------|---|---|
| SAT32101A | The student will attend to an oral reading of literary texts in a small group. | <ul style="list-style-type: none"> Video tape of the student attending to an oral reading in a small group |
| SAT32101B | The student will quietly attend to a story during library class. | <ul style="list-style-type: none"> Data Collection Sheet recording student performance of the amount of time student attended to the story |
| SAT32108 | The student will identify plot, setting, and characters from literary texts that have been read aloud. | <ul style="list-style-type: none"> Video tape or audio tape of the student using oral language, pictures or speech output devices to indicate plot, setting and characters from a literary text |
| SAT32109 | The student will listen to recognize rhythm in poetry and clap his/her hands in time (using a switch, making a sound, etc.) to indicate when he/she hears rhythm in the poem. | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating rhythm |
| SAT32110 | The student will sort written materials to distinguish genres read and discussed within a small group. | <ul style="list-style-type: none"> Student work product of a graphic organizer showing categories of different genres |
| SAT32112 | The student will respond appropriately to show comprehension of unfamiliar stories or poems by indicating the picture that represents the emotion or feelings of the unfamiliar story or poem to show comprehension. | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when responding to the selection of the emotion or feelings picture for each unfamiliar story or poem that was read to them |
| SAT32113 | The student will recognize the author's message from oral reading of literary text by indicating the author's message that goes with three different stories read. | <ul style="list-style-type: none"> Student work product with lines drawn from each book title or picture representing the book title of each of the three stories to the author's message for the particular story |
| SAT32201 | The student will respond to different genres read aloud. (e.g., drama – looking from character to character; poetry - beating the rhythm or expecting rhyme; story – anticipating the next event or the ending, laughing at humor, etc.) | <ul style="list-style-type: none"> Video tape of the student responding appropriately to various genres: drama – looking from character to character; poetry - beating the rhythm or expecting rhyme; story – anticipating the next event or the ending, laughing at humor, etc. |
| SAT32206 | The student will identify the author's message from the oral reading of literary text when given a set of choices. | <ul style="list-style-type: none"> Student work product the student's choices of the author's message from the set of various message choices for the appropriate text that was read aloud |

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| SAT32207 | The student will listen to identify the use of rhyme in unfamiliar poetry by pointing to the book to indicate that he/she hears a rhyme in the poem. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the poem, then indicating when the rhyme was heard and marking with a stamper the specific spot in the poem |
| SAT32208 | The student will identify similes and personification in literary text. | <ul style="list-style-type: none"> Video tape of the student using speech output devices or responding physically (e.g., clapping, pointing, raising hand, etc.) in order to indicate the simile and the personification |
| SAT32306A | The student will identify the author's purpose and indicate the details that helped him/her identify it, while in a small group setting. (e.g., did it persuade, entertain, instruct, etc.) | <ul style="list-style-type: none"> Video tape or audio tape of the student using natural speech, speech generating device, or a physical response to indicate the author's purpose and the details that helped convey this purpose in the story |
| SAT32306B | The student will identify details related to the author's message in small group setting by answering questions such as "how did the author get you to understand his message?" and sharing it with the group. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student using natural speech, speech generating device, or a physical response to indicate details about the author's message by answering questions and sharing his/her answer with the group |
| SAT32308 | The student will listen to recognize the use of literary devices and explain the two things that are being compared in the poem. | <ul style="list-style-type: none"> Student work product of the student's selected pictures or word cards indicating the two things compared in a poem read to him/her |

Mathematics
NYSAA Frameworks

Grade 5

GLIs and Essences
Grade 5 – Mathematics
5**Required Component 1**— Strand: Number Sense and Operations**Choice Component 1**— Band: Number Systems

| Math Core Curriculum (2005) | Grade-by-Grade Indicators | | Essence of Indicators |
|------------------------------------|----------------------------------|--|---|
| Pg. 55 | 5.N.1 | Read and write whole numbers to millions | <ul style="list-style-type: none"> • Read and write, group, compare, and order whole numbers to millions • Compare and order decimals (to thousandths) and fractions (including those with unlike denominators) and create equivalent fractions • Understand the concept of ratio and express ratios in different forms • Understand that percent means part of 100, and write percents as fractions and decimals |
| | 5.N.2 | Compare and order numbers to millions | |
| | 5.N.3 | Understand place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 10 thousands = 1 ten thousand 10 ten thousands = 1 hundred thousand 10 hundred thousands = 1 millions | |
| | 5.N.4 | Create equivalent fractions, given a fraction | |
| | 5.N.5 | Compare and order fractions including unlike denominators (with and without the use of a number line) <i>Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.</i> | |
| | 5.N.6 | Understand the concept of ratio | |
| | 5.N.7 | Express ratios in different forms | |
| | 5.N.8 | Read, write, and order decimals to thousandths | |
| | 5.N.9 | Compare fractions using $<$, $>$, or $=$ | |
| | 5.N.10 | Compare decimals using $<$, $>$, or $=$ | |
| | 5.N.11 | Understand that percent means part of 100, and write percents as fractions and decimals | |

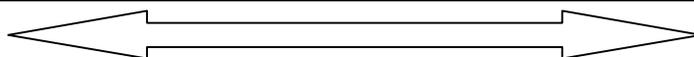
Required Component 1— Strand: Number Sense and Operations

Choice Component 1— Band: Number Systems

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems

Less Complex



More Complex

The student will:

- recognize the first digit of a number already rounded to the nearest million and compare two of these numbers (11109)
- recognize the first digit of a number already rounded to the nearest million and order three or more of these numbers (11110)
- compare two unit fractions, $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$ using concrete objects (11111)
- order three or more unit fractions, $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$ using concrete objects (11112)
- compare two decimals to the nearest tenth (11113)
- compare three or more decimals to the nearest tenth (11114)
- group objects into equal sets (11107)
- order whole numerals (11108)
- identify whole numbers (11115)

The student will:

- identify the first two digits of a seven-digit number already rounded to the nearest hundred thousand and compare two or more of these numbers (11207)
- identify the first two digits of a seven-digit number already rounded to the nearest hundred thousand and order three or more of these numbers (11208)
- compare two fractions that have the same denominator (11203)
- order three or more fractions that have the same denominator (11204)
- compare two decimals to the nearest hundredth (11209)
- order three or more decimals to the nearest hundredth (11210)

The student will:

- identify the first three digits of a seven-digit number already rounded to the nearest ten thousand (11306)
- identify the first three digits of a seven-digit number already rounded to the nearest ten thousand and order three or more of these numbers (11307)
- demonstrate the concept of ratio (11303)
- demonstrate an understanding that percent means part of 100 (11304)
- order percents (11308)

Required Component 1— Strand: Number Sense and Operations
Choice Component 1— Band: Number Systems
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

| SAT Alignment to AGLI | Sample Assessment Tasks | Possible Datafolio Products and Verifying Evidence Assessment Strategies |
|-----------------------|---|---|
| SAT11109 | The student will identify the first digit of a number and compare the numbers (i.e., 1,000,000 and 3,000,000) by finding or indicating the largest number. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the number in the rounded number and indicating the largest number |
| SAT11111 | The student will compare the fractions $\frac{1}{2}$ and $\frac{1}{4}$ when presented with a circle or square that has been cut into two and four equal pieces and fractions given on the pieces of the circle, by indicating which one takes up the most or the greater amount of the whole. | <ul style="list-style-type: none"> Student work product where the student indicated that $\frac{1}{2}$ is greater than $\frac{1}{4}$ of a whole object |
| SAT11112 | The student will order three unit fractions using Cuisenaire rods. | <ul style="list-style-type: none"> Video tape of the student ordering the unit fractions |
| SAT11113 | The student will compare the decimals by indicating which item costs more. (e.g., a cupcake marked \$0.30 or a bag of chips marked \$0.50) | <ul style="list-style-type: none"> Student work product showing the item cost to the tenths decimal and a mark on the item that costs more |
| SAT11114 | The student will place three items in order from least to greatest cost. (e.g., a ball marked \$0.50, jacks marked \$0.40, a toy car marked \$0.90) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student ordering three items from least to greatest cost |
| SAT11107A | The student will create two equal sets of objects from an even number of objects by placing one set of objects on one tray and the same amount of objects on a second tray. | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when grouping objects into two equal sets |
| SAT11107B | The student will divide a set of six objects into three equal groups of two or two equal groups of three. | <ul style="list-style-type: none"> Video tape of the student grouping the object into two equal sets |

| | | |
|-----------|---|---|
| SAT11108 | The student will place number cards of one through five in the correct counting order. | <ul style="list-style-type: none"> Student work product of sets of number cards placed in correct counting order |
| SAT11207 | The student will identify and compare to find the largest number of 1,100,000, 1,200,000 and 1,300,000 by indicating the largest of the three numbers. | <ul style="list-style-type: none"> Student work product where the student circled the first two digits in a rounded number and highlighted the largest of the three numbers |
| SAT11204 | The student will take a pizza divided into eight pieces and order $\frac{1}{8}$, $\frac{3}{8}$, and $\frac{4}{8}$ in increasing order. | <ul style="list-style-type: none"> Video tape of the student dividing the pizza into eight pieces and ordering the fractions in increasing order |
| SAT11210 | The student will list prices (given to the nearest cent and written using \$0.00 format) of items from an ad(s) in order from least to greatest cost. | <ul style="list-style-type: none"> Student work product of a scrapbook of pictures of items and their prices put in order from the least to greatest cost |
| SAT11306 | The student will indicate the first three numbers in a rounded number. (e.g., rounded numbers: 2,420,000; 2,810,000; 2,440,000; etc.) | <ul style="list-style-type: none"> Video tape or audio tape of the student being presented with an already rounded number and the student stating, signing, etc. the first three digits in the number |
| SAT11303 | The student will demonstrate the concept of ratio during a physical education class by indicating a classmate's total number of baskets to the number of attempts to make a basket during a five-minute practice session in basketball. | <ul style="list-style-type: none"> Student work product of the ratio that the student indicated for "total baskets made" listed next to "total attempts at making baskets" |
| SAT11304 | The student will find samples of advertisements using percents and will shade hundredths charts to represent the value of the percent. | <ul style="list-style-type: none"> Student work product showing matches between the percents that the student found in advertisements and a representative hundredths chart correctly shaded |
| SAT11308A | The student will order percents by cutting out three different percentages of coupons from a newspaper flyer and placing them in order from least to greatest. | <ul style="list-style-type: none"> Student work product showing the percents of coupons that the student cut out and placed in order from least to greatest percent |
| SAT11308B | The student will order the percentages of his/her last three grades (e.g., 70, 80, 90) from greatest to lowest. | <ul style="list-style-type: none"> Video tape or audio tape of the student being presented with his/her last three percentages on a test or worksheet and indicating the order from greatest percentage to lowest percentage |

GLIs and Essences
Grade 5 – Mathematics
5
Required Component 1— Strand: Number Sense and Operations
Choice Component 2— Band: Operations

| Math Core Curriculum (2005) | Grade-by-Grade Indicators | | Essence of Indicators |
|------------------------------------|----------------------------------|---|---|
| Pg. 56 | 5.N.16 | Use a variety of strategies to multiply three-digit by three-digit numbers <i>Note: Multiplication by anything greater than a three-digit multiplier/multiplicand should be done using technology</i> | <ul style="list-style-type: none"> • Use a variety of strategies to multiply, and divide one-, two- and three-digit numbers • Use a variety of strategies to add and subtract improper fractions and mixed numbers with like denominators and to add, subtract, multiply and divide decimals to thousandths |
| | 5.N.17 | Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers <i>Note: Division by anything greater than a two-digit divisor should be done using technology</i> | |
| | 5.N.18 | Evaluate an arithmetic expression using order of operations including multiplication, division, addition, subtraction and parenthesis | |
| | 5.N.19 | Simplify fractions to lowest terms | |
| | 5.N.20 | Convert improper fractions to mixed numbers, and mixed numbers to improper fractions | |
| | 5.N.21 | Use a variety of strategies to add and subtract fractions with like denominators | |
| | 5.N.22 | Add and subtract mixed numbers with like denominators | |
| | 5.N.23 | Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths | |

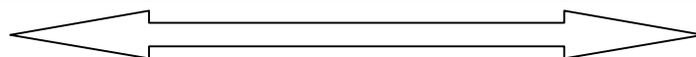
Required Component 1— Strand: Number Sense and Operations

Choice Component 2— Band: Operations

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations

Less Complex



More Complex

The student will:

- add, subtract, and/or multiply whole numbers using one or more strategies (13104)
- add decimals to tenths using one or more strategies (13105)
- recognize a whole and/or its parts (13106)

The student will:

- add, subtract, multiply, and/or divide whole numbers using two or more strategies (13204)
- add and/or subtract decimals to tenths using two or more strategies (13205)
- connect written and/or pictorial representations of fractions with denominators up to two (13203)
- identify a whole and its parts (13206)

The student will:

- add and/or subtract fractions using one or more strategies (13303)
- add, subtract, multiply, and/or divide decimals to tenths using one or more strategies (13304)

Required Component 1— Strand: Number Sense and Operations
Choice Component 2— Band: Operations
SAMPLE ASSESSMENT TASKS (SATs)

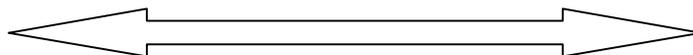
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

| SAT Alignment to AGLI | Sample Assessment Tasks | Possible Datafolio Products and Verifying Evidence Assessment Strategies |
|-----------------------|---|--|
| SAT13104 | The student will solve addition, subtraction, and/or multiplication problems using concrete objects as a strategy. | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when adding, subtracting and/or multiplying using stickers to help figure out the answer |
| SAT13105 | The student will show addition of decimals to tenths on a number line. | <ul style="list-style-type: none"> Student work product showing a number line used to add decimals as a strategy to figure out the answer |
| SAT13106 | The student will match two parts of broken objects together to make a whole. (e.g., two halves of a circle to make a whole circle) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at a set of halved objects and pairing the two halves together to make a whole object |
| SAT13204A | The student will add and subtract whole numbers using a number line and a calculator. | <ul style="list-style-type: none"> Video tape of the student using a number line to solve a problem and then entering the same problem into a calculator to check his/her answer |
| SAT13204B | The student will solve addition and subtraction problems using concrete objects and reversing the problem to check the answer. | <ul style="list-style-type: none"> Student work product of the student solving addition and subtraction problems using two different strategies to check the answer |
| SAT13205 | The student will show addition and/or subtraction of decimals to tenths using two different strategies. (e.g., hundredths chart, Cuisenaire rods, calculator, etc.) | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when adding and/or subtracting decimals to tenths using two different strategies |
| SAT13303A | The student will use a ruler showing halves and fourths of an inch to add fractions involving halves and fourths. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student drawing line segments, such as $2\frac{1}{2}$ inches long and adding another segment $\frac{1}{4}$ inches long to get the segment $2\frac{3}{4}$ inches long |
| SAT13303B | The student will measure two different lengths of ribbon ($1\frac{1}{2}$ feet and $\frac{1}{2}$ foot) and will show how long the ribbon is when added together, using yardstick. | <ul style="list-style-type: none"> Student work product showing the student measuring the pieces of ribbon and adding them together to form a longer segment using a yardstick |

| Required Component 2— Strand: Geometry | | | |
|---|---------------------------|--|--|
| Choice Component 1— Band: Geometric Relationships | | | |
| Math Core Curriculum (2005) | Grade-by-Grade Indicators | | Essence of Indicators |
| Pg. 57-58 | 5.G.2 | Identify pairs of similar triangles | <ul style="list-style-type: none"> Identify pairs of similar triangles and the ratio of their corresponding sides Classify triangles and quadrilaterals by properties of their angles and sides Know that the sum of the angles of a triangle is 180 degrees and the sum of the angles of a quadrilateral is 360 degrees Identify pairs of congruent triangles and their corresponding parts |
| | 5.G.3 | Identify the ratio of corresponding sides of similar triangles | |
| | 5.G.4 | Classify quadrilaterals by properties of their angles and sides | |
| | 5.G.5 | Know that the sum of the interior angles of a quadrilateral is 360 degrees | |
| | 5.G.6 | Classify triangles by properties of their angles and sides | |
| | 5.G.7 | Know that the sum of the interior angles of a triangle is 180 degrees | |
| | 5.G.8 | Find a missing angle when given two angles of a triangle | |
| | 5.G.9 | Identify pairs of congruent triangles | |
| | 5.G.10 | Identify corresponding parts of congruent triangles | |

Required Component 2— Strand: Geometry

Choice Component 1— Band: Geometric Relationships

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Geometry-Geometric Relationships
Less Complex

More Complex

The student will:

- sort triangles from quadrilaterals (31101)
- count the number of sides and/or angles of triangles and/or quadrilaterals (31102)
- identify geometric shapes (31103)

The student will:

- classify quadrilaterals by properties of their angles and/or sides (31201)
- recognize, name, draw, compare and/or sort congruent (same shape and size) figures (31204)
- recognize that the sum of the interior angles of a quadrilateral is 360 degrees (31205)

The student will:

- classify triangles by properties of their angles and/or sides (31301)
- sort quadrilaterals by properties of their angles and/or sides (31306)
- recognize, name, draw, compare and/or sort similar triangles and identify their corresponding parts (31307)
- recognize that the sum of the angles of a triangle is 180 degrees (31308)
- recognize, name, draw, compare and/or sort congruent (same shape and size) quadrilaterals and identify their corresponding parts (31309)

Required Component 2— Strand: Geometry

Choice Component 1— Band: Geometric Relationships

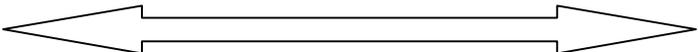
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

| SAT Alignment to AGLI | Sample Assessment Tasks | Possible Datafolio Products and Verifying Evidence Assessment Strategies |
|-----------------------|--|--|
| SAT31101 | The student will sort quadrilaterals from triangles when given a variety of shapes. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sorting quadrilaterals into one pile and triangles into another pile |
| SAT31102 | The student will count the number of sides of a variety of quadrilaterals. | <ul style="list-style-type: none"> Video tape or audio tape of the student counting the number of sides on a variety of quadrilaterals |
| SAT31103 | The student will indicate a circle upon request when given a circle and another shape. | <ul style="list-style-type: none"> Student work product of a circle and another shape with only the circle marked by the student to identify the circle |
| SAT31201 | The student will classify quadrilaterals as squares and not squares by sorting them into two groups when given a set of quadrilaterals. | <ul style="list-style-type: none"> Student work product with the two classifications of quadrilaterals and the shapes sorted under the correct heading |
| SAT31204 | The student will select a shape from a set of three or more shapes that is congruent (same size and shape) to a given shape. | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating from a collection of triangles, squares and/or rectangles, the shape that is congruent to one presented by the teacher |
| SAT31301A | The student will classify triangles found within the school and/or community according to similar properties of side length or angles. (e.g., equilateral triangle, isosceles triangle, etc.) | <ul style="list-style-type: none"> Student work product of a scrapbook of pictures of triangles found within the school or community grouped according to similarities of side length or angles |
| SAT31301B | The student will sort a variety of triangles into right triangles and acute triangles. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sorting right triangles into one pile and acute triangles into another pile |

GLIs and Essences
Grade 5 – Mathematics
5**Required Component 2—** Strand: Geometry**Choice Component 2—** Band: Coordinate Geometry

| Math Core Curriculum (2005) | Grade-by-Grade Indicators | | Essence of Indicators |
|------------------------------------|----------------------------------|---|---|
| Pg. 58 | 5.G.12 | Identify and plot points in the first quadrant | <ul style="list-style-type: none"> • Identify and plot points in the first quadrant • Plot points to form basic geometric shapes and calculate their perimeters (rectangles, shapes composed of rectangles having sides with integer length and parallel to the axes) |
| | 5.G.13 | Plot points to form basic geometric shapes (identify and classify) | |
| | 5.G.14 | Calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes) | |

| AGLIs | | 5 |
|--|--|---|
| Grade 5 – Mathematics | | |
| Required Component 2— Strand: Geometry | | |
| Choice Component 2— Band: Coordinate Geometry | | |
| ALTERNATE GRADE LEVEL INDICATORS (AGLIs) | | |
| POSSIBLE ENTRY POINTS for Geometry-Coordinate Geometry | | |
| Less Complex |  | More Complex |
| The student will: <ul style="list-style-type: none"> • use single-digit whole numbers to locate a position on a number line (33101) | The student will: <ul style="list-style-type: none"> • use a letter and a number to locate areas on a map (33202) | The student will: <ul style="list-style-type: none"> • identify and plot points in the first quadrant of a coordinate plane (33303) • locate and plot points on a coordinate plane to form rectangles (33304) |

Required Component 2— Strand: Geometry
Choice Component 2— Band: Coordinate Geometry
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

| SAT Alignment to AGLI | Sample Assessment Tasks | Possible Datafolio Products and Verifying Evidence Assessment Strategies |
|-----------------------|--|---|
| SAT33101A | The student will identify the numbers that name the positions of objects placed on a number line. | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying the correct number that represents the position on a number line of objects placed on it |
| SAT33101B | The student will take a large-sized, cut-out numeral one and give it to the first student standing in a straight line (a student number line). | <ul style="list-style-type: none"> Video tape of the student taking the number one to the first student in the student number line |
| SAT33202A | The student will locate the cafeteria and the gymnasium on a map of the school building with letters across the top and numbers down the side by indicating the letter and number combination for both locations. | <ul style="list-style-type: none"> Student work product of a grid with coordinates and locations of school rooms with student-indicated locations |
| SAT33202B | The student will place a marker on the coordinates of a position on a Battleship game board to identify a given position. | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when locating a position on a Battleship game board when given the coordinates |
| SAT33202C | The student will place an object on a grid and will identify the coordinates of that object on a grid that has scale letters along the horizontal axis and numbers along the vertical axis. (e.g., A 5 by 5 grid with a house at [B, 1]; a bear at [A,5]; a star at [D,2].) | <ul style="list-style-type: none"> Student work product with questions about locations of objects answered with the letter and number for each object |
| SAT33303 | The student will place a marker in the first quadrant on a checkerboard grid to identify a given position. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student locating a position in the first quadrant when given specific coordinates |
| SAT33304 | The student will locate and plot four points on a coordinate plane and connect the points to create a rectangle. | <ul style="list-style-type: none"> Video tape or audio tape of the student locating and plotting four points on a large bulletin board plane using push pins and connecting them with yarn to create a rectangle |

Social Studies
NYSAA Frameworks

Grade 5

Required Component 1—Standard: 1-US and NY History
Choice Component 1— Unit 6-Colonial Life and the Revolutionary War in NY State

| Social Studies Core Curriculum | Content Understandings | Essence of Content Understandings |
|---|---|--|
| Pg. 28 | <p>Colonial and Revolutionary periods</p> <ul style="list-style-type: none"> - Dutch, English, and French influences in New York State - Lifestyles in the colonies– comparisons during different time periods - Different types of daily activities including social/cultural, political, economic, scientific/technological, or religious - Ways that colonists depended on and modified their physical environments - Cultural similarities and differences, including folklore, ideas, and other cultural contributions that helped shape our community, local region, and State - Colonial governments - Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them? - Ways of making a living in our local region and State - Causes for revolution: social, political, economic - Important accomplishments of individuals and groups living in our community and region <p>The Revolutionary War in New York State</p> <ul style="list-style-type: none"> - Location of New York State - The significance of New York State’s location and its relationship to the locations of other people and places - Geographic features that influenced the War - Native American Indians in New York State influenced the War - The war strategy: Saratoga and other local battles - Loyalists and patriots in New York State - Leaders of the Revolution - Effects of the Revolutionary War | <ul style="list-style-type: none"> • Discuss cultural similarities and differences (including folklore, ideas and other cultural contributions) that helped shape our community, local region, and State • Compare and contrast different types of daily activities including ways of making a living that took place during the colonial and revolutionary periods • Understand the location and geographical features of New York State and its relation to other places • Recognize leaders of the revolution • Discuss causes of the Revolutionary War • Describe the role of Native Americans in New York State during the Revolutionary War • Understand the effects of Revolutionary War |

Required Component 1—Standard: 1-US and NY History

Choice Component 1— Unit 6-Colonial Life and the Revolutionary War in NY State

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for US and NY History-Unit 6
Less Complex
More Complex

The student will:

- identify their personal location in the classroom, school, home, community, county, or state (12106)
- identify on a map or model their classroom, school, home, community, county or state (12107)
- identify New York as his/her state of residence (12101)
- locate on a New York map where he/she lives (12102)
- recognize pictures or objects that show colonial life in New York (12108)
- identify at least one difference between colonial life and ways of life today (12104)
- explore the lifestyles, cultural environment and/or needs/wants of people during the colonial and/or Revolutionary period (12105)

The student will:

- locate his/her community of residence on a New York map (12201)
- identify reasons why Europeans came to New York long ago (12206)
- identify where the Dutch or English settled in New York State (12207)
- compare one aspect of colonial life to life today, e.g., school, transportation, shelter (12208)
- identify at least one important event that occurred in New York during the American Revolution (12209)

The student will:

- name and locate his/her community of residence on a New York map (12301)
- describe reasons why Europeans came to New York long ago (12307)
- describe cultural features of the European colonists who settled New York State (e.g., jobs, religion, shelter, family life) (12308)
- compare colonial cultural features to those of today (12309)
- recognize that New York State's location and/or New York leaders played an important role in the American Revolution (12305)
- explore the significance of at least one American Revolutionary War leader and/or battle (12310)

SATs
Grade 5 – Social Studies

5**Required Component 1**—Standard: 1-US and NY History**Choice Component 1**— Unit 6-Colonial Life and the Revolutionary War in NY State**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

| SAT Alignment to AGLI | Sample Assessment Tasks | Possible Datafolio Products and Verifying Evidence Assessment Strategies |
|-----------------------|---|---|
| SAT12106 | The student will locate his/her desk and/or work area in the classroom. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student entering the classroom, moving to the desk and/or work area and positioning him/herself in the location(s) |
| SAT12107 | The student will indicate on a school map the location of his/her classroom. | <ul style="list-style-type: none"> Video tape of the student circling, marking, pointing to, etc., the location of his/her classroom on a school map |
| SAT12101A | The student will select a map of New York State from a set of two states when asked, “In which of these states do you live?” or “Which is your state of residence?” | <ul style="list-style-type: none"> Video tape of the student identifying the New York map as his/her state of residence |
| SAT12101B | The student will respond ‘New York’ when asked what state does he/she live in, using a communication device. | <ul style="list-style-type: none"> Video or audio tape of the student indicating New York using his/her communication device |
| SAT12102 | The student will locate on a map the town/city where he/she lives. (e.g., Central, Long Island, etc.) | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when locating where he/she lives on a map of New York State |
| SAT12108 | The student will select the pictures, photographs, or objects that represent colonial life in New York State. | <ul style="list-style-type: none"> Student work sample of appropriately grouped, circled, etc., pictures or objects showing or representing colonial life in New York State |
| SAT12104A | The student will identify a person dressed in colonial clothing when given a set of pictures that depict both colonial clothing and clothing worn today. (e.g., George Washington and George Bush) | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying clothing differences from a set of pictures |

| | | |
|-----------|---|---|
| SAT12104B | The student will describe the difference between life in colonial times and life now after looking at pictures depicting life in colonial time and life now. (e.g., heat with fireplace vs. furnace, various clothing, smoke house vs. refrigerator) | <ul style="list-style-type: none"> • Student work sample of pictures selected by the student and affixed to a worksheet that illustrates the differences in life now and in colonial times |
| SAT12105 | The student will name one fact about colonial life in New York State after reading or listening to a story about colonial life. | <ul style="list-style-type: none"> • Audio tape of the student naming one fact about colonial life in New York State |
| SAT12201 | The student will locate where he/she lives on a New York State map and name in which New York State region it is located. (e.g., Central, Long Island, etc.) | <ul style="list-style-type: none"> • Student work sample of a sticker or circle appropriately placed on a map locating his/her place of residence and a label with the New York State region placed appropriately |
| SAT12206 | The student will listen to and answer questions about an account that describes why Europeans came to New York long ago. | <ul style="list-style-type: none"> • Student work product illustrating the student's selection of the appropriate sentence strip answers to questions |
| SAT12207 | The student will locate on a New York State map where the Dutch first settled in the 1600s. (i.e., present-day lower Manhattan and parts of Brooklyn) | <ul style="list-style-type: none"> • Student work sample of a sticker or circle appropriately placed on a map locating the first Dutch settlements |
| SAT12208 | The student will select two pictures from an array of pictures that appropriately compare life in colonial times to present-day life. (e.g., a log cabin and an apartment building or people walking on a dirt road and driving cars, etc.) | <ul style="list-style-type: none"> • Student work sample of two appropriately grouped or circled, pictures that compare life in colonial times to present-day life |
| SAT12209 | The student will select from a group of pictures those that depict important events that happened in New York during the Revolutionary War (e.g., Brooklyn, Saratoga, etc.) | <ul style="list-style-type: none"> • Data Collection Sheet recording student performance when selecting pictures of important events • Student work sample showing pictures selected that depict important events in NY during the Revolution |
| SAT12301 | The student will name the town he/she lives in using his/her talker and locate it on the New York State wall map during morning group. | <ul style="list-style-type: none"> • Video tape of the student naming his/her town and then placing his/her own picture of the town of residence on the classroom map |
| SAT12307 | The student will create a list that describes why Europeans came to New York in the 1600s and 1700s. | <ul style="list-style-type: none"> • Student work product of a list describing the reasons Europeans came to New York in the 1600s and 1700s |
| SAT12308 | The student will listen to a story or watch a video about European colonists in New York State and answer questions about their life, either orally or in writing. | <ul style="list-style-type: none"> • Audio tape of the student's answers to questions about the video or story about European colonists |

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|----------|---|---|
| SAT12309 | <p>The student will identify differences between colonial and modern day American life by differentiating between pictures or photographs of life during the two time periods.</p> <p>(e.g., Venn diagram with transportation in middle—colonial times on one side with pictures pasted under it and modern times on other side with pictures pasted under it; list with two columns of jobs one for pictures of colonial jobs and one for pictures of modern day jobs and a third column for the student to indicate a difference)</p> | <ul style="list-style-type: none"> • Student work product differentiating the pictures or photographs that depict colonial American life and those that depict present-day American life |
| SAT12305 | <p>The student will write a paragraph or create a visual display about the role a New York leader played in the Revolutionary War.</p> | <ul style="list-style-type: none"> • Student work product, either a written paragraph or created collage, documenting a New Yorker's role in the Revolutionary War |
| SAT12310 | <p>The student will answer questions in writing or orally about texts or stories they have read or listened to pertaining to a significant Revolutionary War American patriot or battle.</p> <p>(e.g., Paul Revere's ride, the Battle of Saratoga, etc.)</p> | <ul style="list-style-type: none"> • Video tape or audio tape of the student answering questions about a significant Revolutionary War patriot or battle |

Required Component 1—Standard: 1-US and NY History
Choice Component 2— Unit 8-Industrial Growth and Expansion in NY State

| Social Studies Core Curriculum | Content Understandings | Essence of Content Understandings |
|---|--|---|
| Pg. 29 | <p>Industrial growth and expansion</p> <ul style="list-style-type: none"> - Transportation, inventions, communication, and technology (e.g., 1800s—Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900s—automobiles, subways, air travel, seaways, telephones, radios and televisions, computer) - Immigration and migration (e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native American Indians in New York State) - The important contributions of immigrants to New York State - Geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors <p>Urbanization: economic, political, and social impacts</p> <ul style="list-style-type: none"> - Rural to urban to suburban migration - Economic interdependence (e.g., resource use: from farm to market) - Ways of learning and public education in our community and State - The labor movement and child labor | <ul style="list-style-type: none"> • Understand that improved transportation, new inventions and technology, better/faster communication, and available natural resources were critical elements needed for industrial growth and expansion • Explain how patterns of immigration and migration of people helped America to grow and expand • Discuss reasons why America’s population shifted from mostly rural to urban and suburban places • Recognize how the labor system in America underwent major changes • Recognize why the economic system evolved from an agriculturally based system to an industrial society • Understand the reasons that public education was extended to all children and made mandatory to age 16 |

Required Component 1—Standard: 1-US and NY History

Choice Component 2— Unit 8-Industrial Growth and Expansion in NY State

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for US and NY History-Unit 8
Less Complex
More Complex

The student will:

- identify modern means of transportation and/or communication, e.g., cars, airplanes, bus, wheelchair, telephones, television, computers (15107)
- identify means of transportation or communication in 18th or 19th century New York State, e.g., horses, carriages, walking, telegraph, telephone, letters, radio, e-mail, newspapers (15108)
- compare modern and former means of transportation and/or communication (15109)
- locate the route of the Erie Canal on a map (15104)
- locate cities in New York on a map in relation to the Erie Canal (15105)
- recognize immigrant groups that came to New York State in the 19th century (15106)

The student will:

- explore daily life in 19th century New York State with special attention to jobs, means of transportation, or communication (15208)
- identify reasons why immigrants came to New York State in the 19th century (15209)
- describe the contributions immigrants made to New York State (15203)
- explore how New York State's location, natural features, or transportation systems contributed to the growth of its cities (15210)
- describe the importance of the Erie Canal (15205)
- describe what life was like for immigrant groups that came to live in New York State (15206)
- describe the importance of Ellis Island to immigration (15211)

The student will:

- investigate how advances in transportation or communication and the effects of industrialization led to the growth of New York State's cities in the 19th century (15306)
- examine the significance of the Erie Canal to New York State's 19th century economy (15302)
- describe a group that immigrated to New York State and the group's contribution(s) to the state (15307)
- examine factory working conditions in New York State (15308)
- examine the role of child labor in the 19th century (15309)
- identify reasons New York State enacted compulsory education laws in the 19th century (15305)

SATs
Grade 5 – Social Studies

5**Required Component 1**—Standard: 1-US and NY History**Choice Component 2**— Unit 8-Industrial Growth and Expansion in NY State**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

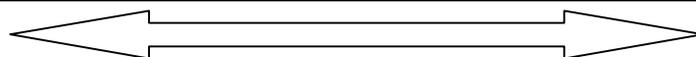
| SAT Alignment to AGLI | Sample Assessment Tasks | Possible Datafolio Products and Verifying Evidence Assessment Strategies |
|-----------------------|--|---|
| SAT15107A | <p>The student will identify pictures of modern means of transportation and will assemble them to make a collage.</p> <p>(e.g., cars cut out from newspaper ad, train pictures from the internet, airplane pictures from magazines, etc.)</p> | <ul style="list-style-type: none"> Student work product of a collage with identified modern means of transportation pasted to it |
| SAT15107B | <p>The student will identify a modern form of transportation used to travel to school by using eye gaze to select the model from models of a horse with a cart and a bus.</p> | <ul style="list-style-type: none"> Video tape of the student indicating the school bus as modern transportation |
| SAT15108 | <p>The student will identify means of communication in 18th and 19th century New York State by selecting the picture of it from multiple choices.</p> <p>(e.g., telegraph, telephone, letters, newspapers, books, pamphlets, engravings, etc.)</p> | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying 18th and 19th century means of communication in New York State |
| SAT15109 | <p>The student will create a list that compares pictures of a horse and an automobile as means of transportation.</p> <p>(e.g., list includes animal written under horse column and machine written under automobile column)</p> | <ul style="list-style-type: none"> Student work product of a list that compares a horse and a car as a means of transportation |
| SAT15104 | <p>The student will trace the route of the Erie Canal in the 1840s on a New York State map.</p> | <ul style="list-style-type: none"> Video tape of the student tracing or pointing to the route of the Erie Canal in the 1840s on a New York State map |
| SAT15105 | <p>The student will locate his/her place of residence and determine its proximity to the route of the Erie Canal in the 1840s.</p> <p>(e.g., right next to, very far from, etc.)</p> | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when locating his/her place of residence and determining its proximity to the Erie Canal |

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| SAT15106 | The student will listen to a story or text about a 19 th century group who immigrated to New York State and indicate one fact about the group. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to a story or text about an immigrant group and selecting a sentence strip fact about the immigrant group |
| SAT15208 | The student will tell two facts contained in a story or text after listening to a story or text about life in New York State during the 19 th century. | <ul style="list-style-type: none"> Video tape or audio tape of the student using a switch to identify two facts about daily life in New York State during the 19th century |
| SAT15209 | The student will identify three reasons immigrants came to New York State in the 19 th century by selecting sentence strips. | <ul style="list-style-type: none"> Student work product of sentence strips that the student chose to appropriately identify three reasons for immigration to New York State in the 19th century |
| SAT15203 | The student will create a list, graphic organizer, or collage that describes or shows contributions immigrants made to New York State in the 19 th century. | <ul style="list-style-type: none"> Student work product of a list, graphic organizer, or collage that describes or shows immigrant contributions to New York State in the 19th century |
| SAT15210 | The student will write a short paragraph about why cities grew in New York State during the 19 th century. | <ul style="list-style-type: none"> Student work product that contains a paragraph that presents reasons why cities grew in New York State during the 19th century |
| SAT15205 | The student will describe the importance of the Erie Canal by stating two ways it brought about change in New York State. | <ul style="list-style-type: none"> Audio tape of the student stating two ways the Erie Canal brought about change in New York State during the 19th century |
| SAT15206 | The student will answer questions about a story or a video about immigrant life in New York State during the 19 th century after listening to the story or watching a video. | <ul style="list-style-type: none"> Student work product of questions about immigrant life in New York State |
| SAT15211 | <p>The student will research through pictures, photographs and texts of the importance of Ellis Island to immigration in the 19th century and write a paragraph or create a graphic organizer about it.</p> <p>(e.g., How immigrants might have felt when passing through Ellis Island; listing of different groups and some of the numbers of people that passed through)</p> | <ul style="list-style-type: none"> Student work product that contains a paragraph describing how immigrants might have felt when passing through Ellis Island in the 19th century |

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|----------|--|---|
| SAT15306 | <p>The student will investigate what caused cities to grow in New York State during the 19th century by selecting pictures that relate to industrialization and transportation that led to faster or better production and movement of goods to create a picture document.</p> <p>(e.g., people working in automobile factories, railroads, etc.)</p> | <ul style="list-style-type: none"> • Video tape of the student selecting pictures of people working in a factory and the type of transportation that was used to move those goods |
| SAT15302 | <p>The student will state or list ways the construction and use of the Erie Canal affected New York State's economy in the 19th century.</p> <p>(e.g., rapid growth of New York City, lowered prices of wheat in New York City, manufactured goods going west, shipping became cheaper, farmers were able to ship farm products for profit, New York State became an agricultural state, people traveled west to find more farm land, etc.)</p> | <ul style="list-style-type: none"> • Audio tape of the student stating ways the construction and use of the Erie Canal affected New York State's economy in the 19th century |
| SAT15307 | <p>The student will identify an immigrant group to research and present to the class a cultural contribution the selected immigrant group made.</p> <p>(e.g., Groups from Poland and perogies, Groups from Ireland and Celtic music, Groups brought over holiday traditions to USA: Dutch-Christmas Stocking, Germans-Advent Wreath, English-Sending Christmas Cards, etc.)</p> | <ul style="list-style-type: none"> • Video tape or audio tape of the student presenting to the class the immigrant group they chose and the cultural contribution the group made by hitting their talkers at the appropriate times during their presentation |
| SAT15308 | <p>The student will investigate factory working conditions in New York State for immigrants during the late 19th century.</p> <p>(e.g., low pay, unsafe working conditions, long hours, etc.)</p> | <ul style="list-style-type: none"> • Data Collection Sheet recording student performance when selecting working conditions that applied to most factory workers in the late 19th century |
| SAT15309 | <p>The student will investigate child labor in the 19th century by selecting sentence strips that describe why children often worked, the conditions they worked in and how it impacted the labor force.</p> | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student selecting sentence strips that describe child labor during the 19th century |
| SAT15305 | <p>The student will identify why New York State enacted compulsory education laws in the 19th century by creating a list or writing a paragraph after reading or listening to information about compulsory education laws.</p> | <ul style="list-style-type: none"> • Student work product of a list of or paragraph describing reasons why New York State enacted compulsory education laws in the 19th century |

GLIs and Essences
Grade 5 – Social Studies
5**Required Component 2**—Standard: 5-Civics, Citizenship, and Government**Choice Component 1**— Unit 4-Government of World Communities

| Social Studies Core Curriculum | Content Understandings | Essence of Content Understandings |
|---|---|---|
| Pg. 27 | <p>Symbols of citizenship in world communities</p> <ul style="list-style-type: none"> - People in world communities celebrate various holidays and festivals - People in world communities use monuments and memorials to represent symbols of their nations <p>Governments around the world</p> <ul style="list-style-type: none"> - Governments in world communities organize to provide functions people cannot provide as individuals - Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them - Governments in world communities develop rules and laws - Governments in world communities plan, organize, and make decisions | <ul style="list-style-type: none"> • Understand that people in world communities celebrate various holidays and festivals • Understand how people in world communities use monuments and memorials to represent symbols of their nation • Understand that world communities develop rules and laws • Discuss reasons why world communities organize to provide functions people cannot provide as individuals |

Required Component 2—Standard: 5-Civics, Citizenship, and Government
Choice Component 1— Unit 4-Government of World Communities
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government-Unit 4
Less Complex

More Complex

The student will:

- identify one major U.S. holiday, e.g., Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, etc. (31106)
- identify one major holiday celebrated in communities around the world (31107)
- recognize a reason why a national holiday is celebrated (31108)
- recognize an activity that might take place on the national holiday (31109)
- recognize one important symbol of a community around the world, e.g., Great Wall of China, Eiffel Tower, national flags, etc. (31110)
- recognize that all communities (school, local, national, and world) need rules and laws (31111)

The student will:

- identify at least two national holidays celebrated in communities around the world (31208)
- identify reasons why national holidays are celebrated in communities around the world (31209)
- identify activities that take place on national holidays (31203)
- identify national holidays or symbols associated with a foreign country (31210)
- list and describe the importance of school and classroom rules (31211)
- identify the similar purposes of school rules and government laws (31212)
- recognize at least one difference between school rules and government laws (31213)
- recognize the importance of obeying laws (31214)

The student will:

- identify national holidays and symbols in communities around the world (31309)
- describe the origins/reasons national holidays or symbols were established (31310)
- explain what or how a national symbol represents a community around the world (31311)
- compare holidays and/or symbols associated with a foreign country to American holidays and/or symbols (31312)
- compare school rules and governmental laws (31305)
- recognize that all nations have organized governments (31306)
- explain why governments pass laws (31307)
- describe services citizens receive from their government, e.g., schools, public libraries, police and fire protection, public transportation, road construction, national defense, etc. (31313)

Required Component 2—Standard: 5-Civics, Citizenship, and Government

Choice Component 1— Unit 4-Government of World Communities

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

| SAT Alignment to AGLI | Sample Assessment Tasks | Possible Datafolio Products and Verifying Evidence Assessment Strategies |
|-----------------------|--|--|
| SAT31106 | The student will identify the picture of (or an item that represents) a United States national holiday from multiple choices. (e.g., Thanksgiving, Independence Day, etc.) | <ul style="list-style-type: none"> • Video tape of the student identifying one United States holiday from multiple choices of pictures (or other items) presented to the student on a velcro board |
| SAT31107 | The student will identify one national holiday in a foreign country. (e.g., Chinese New Year, Bastille Day, etc.) | <ul style="list-style-type: none"> • Data Collection Sheet recording student performance when identifying one national holiday in the foreign country |
| SAT31108 | The student will match a United States national holiday to the reason why it is celebrated. (e.g., Memorial Day to honor soldiers killed in wars, etc.) | <ul style="list-style-type: none"> • Student work product of a national holiday matched to one reason why the holiday is celebrated |
| SAT31109 | The student will recognize a national holiday by matching a photograph or picture of an activity to the holiday on which it takes place. (e.g., fireworks on July Fourth, etc.) | <ul style="list-style-type: none"> • Data Collection Sheet recording student performance when matching a United States holiday to its appropriate activity |
| SAT31110A | The student will recognize a foreign nation by selecting a symbol, or structure of the foreign nation. (e.g., Eiffel Tower and France, Great Wall and China, etc.) | <ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student touching, pointing to, or using eye gaze to recognize a symbol, or structure to the foreign nation where it is located |
| SAT31110B | The student will recognize one important symbol representing the United States when given several objects that represent symbols from around the world by ringing the model of the Liberty Bell. | <ul style="list-style-type: none"> • Video tape of the student viewing choices and recognizing the symbol that represents the United States |
| SAT31111 | The student will identify locations where and/or situations when it is important to obey rules. (e.g., in school, when driving a car, etc.) | <ul style="list-style-type: none"> • Student work product that contains a list of locations where and/or situations when it is important to obey rules • Student work product of pictures that depict rules and where they are important |

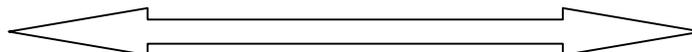
| | | |
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| SAT31208 | <p>The student will select a foreign country and identify a familiar or national symbol depicted in a photograph.</p> <p>(e.g., France and Bastille Day, picture of Mexico and its flag, Big Ben and London, etc.)</p> | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the foreign country and its national symbol |
| SAT31209 | <p>The student will name two reasons why countries celebrate holidays.</p> <p>(e.g., independence, religion, honor war dead, honor past leaders, etc.)</p> | <ul style="list-style-type: none"> Audio tape of the student stating two reasons why countries celebrate holidays |
| SAT31203 | <p>The student will identify activities that are commonly associated with Thanksgiving by creating a collage of pictures or listing the activities from various choices.</p> | <ul style="list-style-type: none"> Video tape of the student selecting from a list of four various activities, the two that are commonly associated with Thanksgiving |
| SAT31210 | <p>The student will identify a picture of symbols or structures of the nation they represent from a field of two choices.</p> <p>(e.g., Arc de Triomphe and France, Mt. Fuji and Japan, etc.)</p> | <ul style="list-style-type: none"> Student work sample of appropriately identified pictures of symbols or structures to the nation they represent |
| SAT31211 | <p>The student will mark on a list of rules those that are part of classroom rules and then paste the card indicating the importance of following each rule next to the marked classroom rules.</p> | <ul style="list-style-type: none"> Video tape of the student marking or indicating to the teacher the rules that are part of his/her classroom rules and then selecting and pasting cards that indicate the importance of the rule being followed Student work product of rule cards with reasons for rules pasted on them |
| SAT31212 | <p>The student will identify similarities by matching school rules and government laws to pictures or photographs that depict reasons for rules/laws.</p> <p>(e.g., keeping people safe to include rules like “hands to yourself” and obeying all traffic signals, etc.)</p> | <ul style="list-style-type: none"> Student work product of pictures of rules with reasons for rules (similarities) |
| SAT31213 | <p>The student will recognize the difference between school and government laws by listing who must follow the rules and what the consequences are if they are not followed.</p> <p>(e.g., school rules followed by students could result in detention or loss of privilege, government laws followed by all citizens could result in jail time, etc.)</p> | <ul style="list-style-type: none"> Video tape of the student stating who needs to follow rules and what consequences could be for not obeying them Student work product with pictures representing groups that must follow rules and consequences for not following them |
| SAT 31214 | <p>The student will identify the importance of obeying laws by listing positive and negative outcomes for following or not following rules.</p> | <ul style="list-style-type: none"> Student work product of a graphic organizer with outcomes for obeying or not obeying laws |

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| SAT31309 | The student will identify a symbol and holiday of a specific country. | <ul style="list-style-type: none"> Student work product with three sections filled in with the country, a symbol that represents that country (i.e., national flag) and a holiday that is celebrated in that country |
| SAT31311 | The student will tell why a specific symbol or monument is associated with a particular country. (e.g., the Lincoln Memorial, the Taj Mahal, etc.) | <ul style="list-style-type: none"> Audio tape of the student stating a reason(s) why a specific symbol or monument is associated with a country, when the symbol or monument is stated by the teacher |
| SAT31312 | The student will compare how Independence Day is celebrated in the United States to a similar holiday in a foreign country. | <ul style="list-style-type: none"> Student work product of a list or chart that compares Independence Day to a similar holiday in a foreign country |
| SAT31305 | The student will create a Venn diagram that depicts what and to whom school rules and government laws apply. | <ul style="list-style-type: none"> Student work product of a Venn diagram that shows the student-indicated what and to whom school rules and government laws apply |
| SAT31306A | The student will create a chart or list of governments around the world and the countries they are associated with. (e.g., Democracy-US, France, Communism-China, etc.) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student creating list of governments and countries that are associated with them Student work sample showing governments and countries associated with them |
| SAT31306B | The student will create a chart that includes one similarity and one difference regarding how the governments of two countries are organized. (e.g., United States and China – Representative Democracy versus Communist System, Australia and United States both have elected House of Representatives and Senate but Australia is run by a Queen and United States is run by a President, etc.) | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting pictures of two countries and then selecting sentence strips that indicate a similarity and a difference for each of the identified national governments |
| SAT31307 | The student will write a paragraph or create a list that explains why governments pass laws. | <ul style="list-style-type: none"> Student work product that contains a list or paragraph that explains why governments pass laws |
| SAT31313 | The student will describe government services by indicating a service and selecting the appropriate way it applies to them. (e.g., police—protection; school—learning/education; public transportation—access to different locations; etc.) | <ul style="list-style-type: none"> Video tape or audio tape of the student indicating a specific service and then how they use that service or what that service provides |

| Required Component 2—Standard: 5-Civics, Citizenship, and Government | | |
|--|--|--|
| Choice Component 2— Unit 9-Government: Local, State, and National | | |
| Social Studies Core Curriculum | Content Understandings | Essence of Content Understandings |
| Pg. 29 | <p>Government</p> <ul style="list-style-type: none"> - Basic democratic values (Taken from: National Standards for Civics and Government) - The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism - The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories <p>Local and State governments</p> <ul style="list-style-type: none"> - An introduction to the probable consequences of the absence of government - The structure and function of the branches of government of New York State and local governments, including executive, legislative, and judicial branches - The meaning of key terms and concepts related to government, including democracy, power, and citizenship - The United States Constitution and the Constitution of the State of New York and their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties - Representatives in the legislative, executive, and judicial branches at the local, State, and national levels of government and how they are elected or appointed to office - People elect and/or appoint leaders who make, enforce, and interpret laws -Citizenship and the rules and responsibilities of citizenship in the classroom, school, home, and local community -Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display, and use -Effective, informed citizenship involves duties such as voting, jury service, and other service to the local community -Citizens can participate in political decision making and problem solving at the local, State, and national levels | <ul style="list-style-type: none"> • Discuss the basic values of American democracy • Explain fundamental values and principles of American democracy as expressed in key historic documents, songs, speeches, and stories • Explore the roles of citizens: what are the roles and responsibilities of citizens? • Demonstrate how leaders are chosen to serve in a community (classroom, local, state, and national) • Understand that governments (classroom, local, state, national) have specific roles to play |

Required Component 2—Standard: 5-Civics, Citizenship, and Government

Choice Component 2— Unit 9-Government: Local, State, and National

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government-Unit 9
Less Complex

More Complex

The student will:

- recognize examples of inappropriate behaviors, e.g., fighting, stealing, lying, etc. (33105)
- recognize examples of appropriate behaviors, e.g., honesty, cooperation, respect for others, etc. (33106)
- recognize that voting or volunteering are duties of a citizen (33107)
- recognize The Pledge of Allegiance or *The Star Spangled Banner* (33108)

The student will:

- identify the importance of obeying classroom or school rules and/or governmental laws (33206)
- match leaders/roles to each level of state and/or national government (33202)
- recognize one purpose written constitutions have in New York State and/or United States governmental organization (33207)
- identify the Pledge of Allegiance or *The Star Spangled Banner* as patriotic United States symbols (33208)
- identify why the right to elect political leaders is essential in a democracy (33209)
- recognize the three branches of government (33205)
- recognize the roles/powers of the three branches of government (33210)

The student will:

- explain the importance of obeying classroom/school rules and/or governmental laws (33307)
- identify similarities and/or differences between school rules and laws enacted by governments (33301)
- describe the rights and responsibilities of citizens living in a democratic society (33308)
- identify the significance of The Declaration of Independence and the United States Constitution (33309)
- explain that the Pledge of Allegiance and/or *The Star Spangled Banner* are examples of American democratic ideals and principles (33310)
- identify how individuals can participate in government (33305)
- identify and/or use terms related to government, e.g., citizen, state, vote, branch of government, representation, tax, etc. (33311)

SATs
Grade 5 – Social Studies

5

Required Component 2—Standard: 5-Civics, Citizenship, and Government

Choice Component 2— Unit 9-Government: Local, State, and National

SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

| SAT Alignment to AGLI | Sample Assessment Tasks | Possible Datafolio Products and Verifying Evidence Assessment Strategies |
|-----------------------|--|---|
| SAT33105 | The student will recognize the photographs or pictures that depict inappropriate behaviors from a group of them. | <ul style="list-style-type: none"> Data Collection Sheet recording student performance when recognizing the correct pictures |
| SAT33106A | The student will recognize the photographs or pictures that depict appropriate behaviors from a group of them by marking them with a stamper. | <ul style="list-style-type: none"> Student work product that contains marked pictures depicting appropriate behaviors |
| SAT33106B | The student will select behaviors that illustrate self-control and respect when given images of people demonstrating appropriate and inappropriate behaviors. | <ul style="list-style-type: none"> Video tape of the student looking at choices and indicating the ones that show appropriate behaviors |
| SAT33107 | The student will recognize that voting and/or volunteering in the community are important civic duties from a list of four activities. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at the list and indicating the activities that show voting and/or volunteering as important civic duties |
| SAT33108 | The student will recognize the Pledge of Allegiance or <i>The Star Spangled Banner</i> by responding correctly. | <ul style="list-style-type: none"> Video tape of the student when listening to or reciting The Pledge of Allegiance or listening to or singing <i>The Star Spangled Banner</i> |
| SAT33206 | The student will identify the benefits that come from following classroom rules and the consequences that occur from not following them. (e.g., benefits: rewarded for following rules, able to follow directions; consequences: getting in trouble, hard to hear the teacher, miss directions; etc.) | <ul style="list-style-type: none"> Student work product that contains a list, chart, or graphic organizer that indicates how following classroom rules is beneficial to all while not following classroom rules makes it difficult to learn and can result in punishment |
| SAT33202 | The student will match a leader to his/her role at the local, state, or national level. (e.g., governor leads a state; judge leads a courtroom; president leads a country, etc.) | <ul style="list-style-type: none"> Student work product of a leader at the local, state, or national level and the role they are in |
| SAT33207 | The student will recognize one purpose written constitutions have in a New York State government organization from a choice of two. (e.g., separating branches of government, listing the powers of the governor/legislature, etc.) | <ul style="list-style-type: none"> Video tape of the student selecting one purpose of New York State's constitution from a choice of two choice cards or objects (e.g., to run businesses or to describe the powers of the governor) |

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| SAT33208 | The student will identify the significance of The Pledge of Allegiance and <i>The Star Spangled Banner</i> to United States citizens by indicating one reason they are recited or sung. | <ul style="list-style-type: none"> Audio tape of the student identifying one reason Americans recite The Pledge of Allegiance and one reason they sing <i>The Star Spangled Banner</i> |
| SAT33209 | The student will explain why the importance of voting for a political leader is essential to a democracy. (e.g., people as sovereign, individual input over leaders, future politicians, etc.) | <ul style="list-style-type: none"> Student work product that contains a list or paragraph explaining the importance of voting in a democracy |
| SAT33205 | The student will recognize the three branches of government by selecting the pictures or objects that represent them from a set of choices. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the pictures or objects representing each of the three branches of government |
| SAT33210 | The student will match the job of each branch of government to the branch that is responsible for carrying it out. (e.g., make laws/legislative, make sure laws are followed/judicial, etc) | <ul style="list-style-type: none"> Student work product of student's chart that shows the branch of government and the jobs that each branch has |
| SAT33307 | The student will explain by listing three reasons why it is important to obey school or classroom rules and/or government laws. | <ul style="list-style-type: none"> Student work product that contains a list, chart, or graphic organizer that describes three reasons why obeying rules within and/or outside school are important |
| SAT33301 | The student will indicate two differences and two similarities between classroom or school rules and government laws by pointing to or using eye gaze to identify the difference and pointing to or using eye gaze to identify the similarity upon request. | <ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying two ways school or classroom rules and government laws are alike and different |
| SAT33308 | The student will describe the rights and responsibilities of citizens living in a democratic society by answering questions posed by the teacher. (e.g., voting, volunteering, serving on juries, not littering, etc.) | <ul style="list-style-type: none"> Video tape of the student answering questions about how people living in a democracy can fulfill their civic responsibilities and their individual rights |
| SAT33309 | The student will identify by highlighting in blue two reasons the Declaration of Independence and in red two reasons the United States Constitution are important documents from a choice of four reasons. | <ul style="list-style-type: none"> Student work product that contains highlighted sentence strips of two reasons from a list of four why the Declaration of Independence and the United States Constitution are important documents |
| SAT33310A | The student will highlight the phrases of <i>The Star Spangled Banner</i> that indicate examples of American principles and ideals. (e.g., O'er the land of the free) | <ul style="list-style-type: none"> Student work product of the student highlighted phrases in <i>The Star Spangled Banner</i> words |

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| SAT33310B | The student will identify the democratic ideals that are illustrated in The Pledge of Allegiance and <i>The Star Spangled Banner</i> . | <ul style="list-style-type: none"> • Audio tape of the student listing ideals of The Pledge of Allegiance and <i>The Star Spangled Banner</i> |
| SAT33305 | The student will identify voting as how individuals can in the most basic way participate in a democratic government by participating in voting activities at school. | <ul style="list-style-type: none"> • Video tape of the student voting in a class election, e.g., student council, when to have a class party, etc. |
| SAT33311 | The student will identify and define a list of terms related to government using a glossary. | <ul style="list-style-type: none"> • Student work product that contains a list of three appropriate definitions of terms related to government |